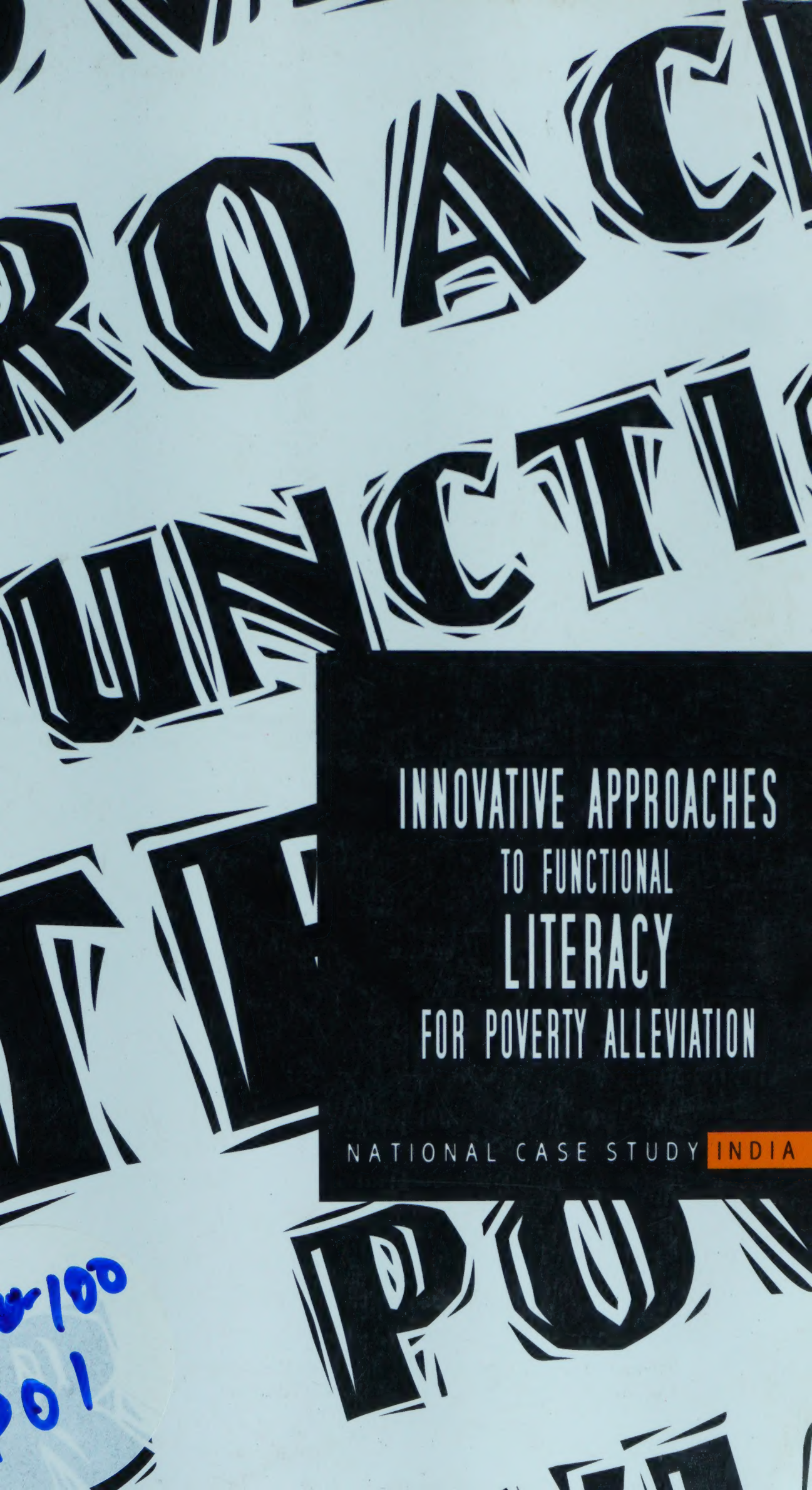
INNOVATIVE APPROACHES
TO FUNCTIONAL
LITERACY
FOR POVERTY ALLEVIATION
NATIONAL CASE STUDY
INDIA

16085

Community Health Library and Information Centre
CPHE - SOCHARA
Koramangala
Bangalore - 34
(CLIC)

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NATIONAL CASE STUDY INDIA

Indian National Commission
For Co-operation With UNESCO
Ministry Of Human Resource Development
New Delhi

United Nations Educational,
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Contents

Acknowledgements v

Abbreviations vii

1 Project Background 1

2 Initiatives in Adult Education in India 4

3 National Case Study 16

4 Critical Aspects of National Case Study 48

5 Future Needs and Recommendations 77

Annexures 79

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The present case study gives a perspective for empowerment of the poor and poverty alleviation through Functional Literacy on the basis of analysis of field visits and interactions with neo-literates, literacy experts and field workers. Insights and ideas drawn from this study will help literacy planners, educationists, academicians and practitioners in the planning and implementation of future programmes.

The study provides a broader vision to poverty and poverty alleviation. However, India is a vast country with cultural, religious and social diversities. Therefore, there is a need for a few more similar studies in other parts of the country. Synthesis of the outcomes of those studies will provide better understanding and perspective about the problem.

This study has been conducted under the UNESCO/JFIT Regional Project on Innovative Approaches to Functional Literacy for Poverty Alleviation.

The process of selection of the District Literacy Campaign for the present national case study was not an easy task because of several districts claiming similar innovations and achievements. However, after extensive discussions with the experts, district Durg in Madhya Pradesh was selected for the case study.

The present study was conducted in the district Durg of Madhya Pradesh where literacy programmes were being implemented by the District Literacy Committee. Leadership to the programmes was provided by the District Magistrate and a number of individuals and organizations working together. The structure rests on three pillars — participatory people's committees, full time functionaries and support provided by the district administration.

This study would not have been possible without the support and contributions of all those individuals and organizations. The list of individuals and organizations who supported this study is given at the end of this report. UNESCO wishes to thank all the learners, neo-literates, literacy workers and villagers for their valuable participation.

The support of Mr. B.L. Aggarwal, District Magistrate and Chairperson of the District Literacy Committee and Mr. D. N. Sharma, Secretary, District Literacy Committee, Durg who have been closely associated with the campaign since the beginning, is specially acknowledged.

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Director
UNESCO New Delhi

ABBREVIATIONS

CECs	Continuing Education Centres
DLC	District Literacy Committee
DWCRA	Development of Women and Children in Rural Areas (Government Scheme)
GDP	Gross Domestic Product
ICDS	Integrated Child Development Scheme
IMR	Infant Mortality Rate
IPCL	Improved Pace and Contents of Learning
MTs	Master Trainers
NAEP	National Adult Education Programme
NABARD	National Bank for Agriculture and Rural Development
NSSO	National Sample Survey Organization
PLC	Post-Literacy Campaign
RFLP	Rural Functional Literacy Project
SAEP	State Adult Education Progamme
TLC	Total Literacy Campaign
VT	Volunteer Teacher

1

PROJECT BACKGROUND

Concerned with the growing incidence of poverty alongside developmental achievements of a positive kind, the global community observed 1996 as the International Year for the Eradication of Poverty. Before this, a World Summit for Social Development was convened to discuss the poverty alleviation, expansion of productivity employment and enhancement of social integration. These initiatives have been followed up with the proclamation of 1997-2006 as the United Nations Decade for the Eradication of Poverty. The theme is - 'Eradicating Poverty is an ethical, social, political and economic imperative of human kind.' Eradication of poverty through decisive national actions and international cooperation has been accepted as the objective of the Decade. More than one billion people in the developing world continue to live in absolute poverty. Three quarters of them live in the countries of the Asia Pacific Region and nearly half of them live in South Asia alone. Therefore, at regional level, poverty alleviation continues to rank high in the development agenda of the Asia-Pacific countries.

Eradication of poverty or at least reduction in poverty is expected from economic development. But it is being realized that although economic growth is essential, it does not, on its own, lead to elimination or reduction of poverty. In the last fifty years, developing countries have experienced an economic growth three times faster than the industrial ones and despite the increase in world population from 2.5 to 5.5 billion, per capita income has tripled and the world GDP has increased sevenfold. And although social indicators on life expectancy, infant mortality, nutrition and education show remarkable improvement, the proportion of people living in conditions of abject poverty is still very high at about one-third of the global population. While the proportion of poor worldwide has declined from 32 per cent in 1985 to 25 per cent in 1995, the number of poor in absolute terms has increased and will continue rising with the gap widening between the rich and poor.

Recent researches in the developing countries of the Asia-Pacific region reveal that ignorance among the poor in rural areas in general and remote areas in particular about many aspects of the physical and social world around them, has mainly arisen from lack of access to information due to illiteracy. The poor, particularly women, have very little knowledge about various essential elements like health, nutrition, credit and saving, use of new technology for agriculture, animal husbandry, legal rights, various poverty alleviation programmes, etc. Their present extremely high level of poverty has many dimensions and manifestations.

The economists now feel that out of several reasons, illiteracy is a major cause of poverty. It is being felt that it takes a great deal more to poverty alleviation than introducing economic reforms or launching of poverty alleviation schemes. Education plays an important role in attacking poverty and enhancing the quality of life.

The current literacy and continuing education programmes are looked upon essentially as 'educational' programmes that address poverty concerns, if at all, marginally and at the periphery of some selected population groups. At regional level it is being felt that literacy programmes are organized as single package interventions to impart literacy and numeracy skills only. They do not cover the multidimensional needs of the poor and are generally presented as bits of information. The focus is on knowledge and there is minimal effort on skill or attitude development.

It is being realized that there is a need to build and strengthen the national capacities of the member states, providing support for regional networking and for identifying innovative integrated approaches to literacy for poverty alleviation.

The UNESCO/Japanese-Fund-in-Trust have taken up the project which is the inter-country initiative and includes six countries (China, India, Indonesia, Maldives, Mongolia and Nepal). One of the major activities of the project is to document case studies from each country.

1.1. Objectives

1.1.1. *General Objective*

The overall objective of the project is to strengthen personnel and institutional capacities at the regional, national and sub-national levels in policy formulation, planning, management, monitoring and evaluation of functional literacy programmes for poverty alleviation.

1.1.2. *Specific Objectives*

1. To present an analytical description of national initiatives in the area of adult education in India.
2. To analyse and identify the specific references to poverty in the approach, content and coverage of the adult literacy programme in India.
3. To present an analytical case study of a literacy campaign in India, dealing with poverty and development issues through literacy.
4. To draw lessons from the Literacy Campaign Case Study for sharing with other countries.

In the end, the experiences will be synthesized to generate efficient and cost-effective innovative strategies, identify the policy interventions and develop regional and national action plans promoting functional literacy for poverty alleviation.

The present description and analysis of initiatives in adult education in India and analytical description of an illustrative literacy campaign (as given in subsequent chapters) are the first steps in India under this project.

INITIATIVES IN ADULT EDUCATION IN INDIA

2.1. Literacy Programmes

The Constitution of India directs the state to make provisions for securing the right of children to education within the limits of its economic capacity and to provide free and compulsory education to all children upto the age of 14 years by 1960. It also lays down that the state shall promote with special care the educational and economic interests of the weaker section of the people such as Scheduled Castes and Scheduled Tribes.

From 1959 to 1977 various sporadic uncoordinated efforts were made in the field of adult education in India. The objective of most of those programmes were not only to impart literacy in the conventional sense, but also to provide learners with functionality and awareness. These programmes aimed to improve the economic status of learners.

These were followed by the centre-based programmes under the National Adult Education programme from 1978 to 1990. In 1988, the National Literacy Mission came into existence. India has realized that literacy is an indispensable component of human resource development. It is an important tool for communication and learning, for acquiring and sharing of knowledge and information, a precondition for an individual evaluation and growth and for national development. Promotion of literacy has been identified as one of the five National Missions (Drinking Water, Edible Oils, Immunization of Children, Rural Telecommunication and Literacy) with a view to apply technology and scientific research for the deprived sections of society and the areas which are critical to the country's development.

A brief overview of adult education and literacy programmes in India since 1959 has been given below:

2.1.1. *Gram Shikshan Mohim (Village Literacy Movement)*

The movement was started in the State of Maharashtra in 1959. It was launched on an experimental basis in 25 districts. The programme aimed at imparting basic literacy skills within a period of four months. The programme, however, suffered from a lack of systematic follow-up and consequently, relapse to illiteracy was massive.

2.1.2. *Farmers' Functional Literacy Project*

The project was initiated as part of the Green Revolution with the objective of making farmers functionally literate in high yielding cultivation areas. It was started in 1967-68 as an inter-ministerial project for farmers training and functional literacy. The high yielding varieties of seeds were popularized through the process of adult education. Although the long-term objective was to establish one project in each district (400) by 1977, only 140 projects could be covered. This programme had to be discontinued due to lack of financial support.

2.1.3. *Workers' Education*

The programme was implemented through the Central Board of Workers' Education and its institutes. In 1977, the scheme was reviewed by a group, which recommended adoption of these institutes in the adult education programme for workers in urban areas. In pursuance of this decision, Shramik Vidyapeeths were set up in urban areas of the states. In 1999, the scheme was again revised and now these centres provide polyvalent adult education to neo-literates and workers in urban as well as rural areas.

2.1.4. *Non-Formal Education for Youth*

The programme was started in 1975 with the objective of providing non-formal education to youth relevant to their environment. Its aim was to impart functional skills to the learners so as to increase their productivity and social participation. However, the programme could not survive because of inadequate financial resources.

2.1.5. *Education Commission*

The appointment of the Education Commission (1964-66) was a significant event in the history of education in India. One of its important recommendations was that priority should be accorded to the liquidation of illiteracy and adult education should be promoted both through 'selective' as well as mass approach.

The Education Commission also stated that in the world of science and technology, the objective should be to relate it to life, needs and aspirations of the people so as to make it an instrument of socio-economic and political change.

2.1.6. *Functional Literacy for Adult Women*

FLAW was started in 1975-76 in the experimental Integrated Child Development Scheme (ICDS) project areas. The aim of the scheme was to enable illiterate women to acquire functional skills along with literacy to promote awareness about health, hygiene, nutrition, child care practices and bring attitudinal changes. Greater attention was given to women in the 15-35 age-group.

The scheme was extended upto 1981-82. However, the Planning Commission stopped the expansion of the scheme in ICDS projects due to financial constraints.

2.1.7. *National Adult Education Programme (NAEP)*

The first nationwide attempt at eradication of illiteracy was made through the National Adult Education Programme, launched on October 2, 1978. The programme aimed at educating 100 million non-literate adults in the age group of 15-35 years within a time frame of five years.

The objectives of the NAEP were not only to impart literacy, but also to provide social awareness and functionality. Literacy, social awareness and functionality were considered as three integral components of this programme. Functionality implied the ability to utilize and apply the skills so acquired in day-to-day life with a view to promote efficiency of the learners. The social awareness component

aimed at knowing, understanding and taking action on issues which affect the individual, the community and society, so as to improve their quality of life.

2.1.7.1. *Rural Functional Literacy Project (RFLP):* RFLP was a major centrally sponsored scheme started in 1978 for rural areas. The 144 Farmers' Functional Literacy Projects and 60 Non-Formal Education Projects were merged into it. More projects were added and the number of projects in 1987 increased to 513. In each project the maximum number of adult education centres rose upto 300, each centre having 25-30 learners.

2.1.7.2. *State Adult Education Programme (SAEP):* On the lines of RFLP the states also took up centre-based projects under the state plan funds.

2.1.7.3. *Mass Programme for Functional Literacy (MPFL):* The MPFL programme was funded by the Ministry of Human Resource Development. The programme was implemented through school students and the community on 'Each One, Teach One' basis. Literacy Kits were provided free of cost to the literacy volunteers. The scheme was discontinued in 1990.

2.1.7.4. *Adult Education through Voluntary Agencies:* The NGOs were sanctioned projects for literacy, post-literacy and continuing education by Central Scheme of Assistance to the Voluntary Agencies of the Government of India.

2.1.7.5. *Review of National Adult Education Programme (NAEP):* Between 1978-85 the NAEP was evaluated by 7 renowned research agencies. They published 56 reports. Their findings were as follows:

Credit Side

1. Women's motivation and participation was high.
2. Coverage of SC/ST was higher than targets.
3. The project approach to management is feasible.
4. State Resource Centres contributed significantly to the programme, the quality of teaching/learning materials brought out by them was good.

5. The programme worked well in those states in which the adult education staff was recruited under special selection procedures.

Problems

1. The quality of training of functionaries was poor.
2. The monitoring system lacked credibility, there was considerable misreporting.
3. The learning environment in the adult education centres was defunct and the lighting arrangements were poor.
4. Mass media did not provide appreciable support.
5. Voluntary agencies did not receive co-operation from state governments and the procedures for their involvement discouraged them.
6. Learners' participation was irregular and there was considerable drop-out and relapse into illiteracy.
7. Achievement of literacy level was generally below the expectations and the delivery of components of functionality and awareness remained weak.
8. Absence of post-literacy and continuing education arrangements adversely affected the programme.
9. Political and administrative support of the State Governments and Panchayati Raj Institutions was not forthcoming in an adequate and sustained manner.

2.1.8. *National Literacy Mission*

The National Literacy Mission is one of the Five National Missions, which were set up by the Government of India, in recognition of the need for priority attention to literacy for accelerating the development process and was launched by the Prime Minister of India on 5 May 1988. The objective of the Mission is to impart functional literacy to non-literate adults in the 15-35 age group.

In qualitative terms functional literacy implies:

- Self-reliance in literacy and numeracy.

- Becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization and participation in the process of development.
- Acquiring skills to improve the economic status and general well-being.
- Imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms, etc.

In 1990, a unique experiment was conducted in Ernakulum district (in Kerala state. Here the 'campaign' approach was adopted which was characterized by large scale mobilization of people from all walks of life through a multifaceted communication and motivation strategy that highlighted the vital links between literacy and life. The essence of the 'campaign' was the effort to generate a positive demand for learning as a tool for social change. The Ernakulum experience had a snowballing effect and the National Literacy Mission adopted it in other parts of the country as well. The 'campaign' mode for literacy became a campaign for social mobilization which went above all awareness building, sensitization and motivation efforts done in the past. Total literacy 'campaigns' are area-specific, time-bound, volunteer-based, outcome-oriented and cost-effective.

The campaigns are implemented by district-level literacy committees registered as autonomous bodies to provide a uniform umbrella under which government, machinery and voluntary literacy workers work together. Today out of a total of 588 districts, 533 districts have adopted the campaign mode.

To avert the phenomenon of relapse, neo-literates are provided continuous learning opportunities. For the purpose, post literacy campaigns (PLC) have been launched in 438 districts, out of which 88 districts have entered in the continuing education phase. The aim of the post-literacy programme is to consolidate the basic literacy skills of reading, writing, numeracy and problem-solving and at the same time, transform the learner into an educated whole person, who is a productive socio-economic asset to the country. Income-generation skill-development forms a major component of post-literacy. It is

during the post-literacy phase that linkages with other departments, especially with health, rural development and environment are forged. Post-literacy centres serve as nodal points for convergence of services for economic development.

The National Literacy Mission has also initiated continuing education programmes in 88 districts. The continuing education centres provide access to all adults in the community for lifelong learning. They act as information windows creating awareness for government schemes and other facilities available for economic development, environment conservation, social empowerment, health concerns, etc. CECs provide facilities for reading, writing, skill-improvement, recreation, cultural pursuits and overall facility for short-term vocational training.

2.2. Outcome of Education and Literacy Programmes

Of all the countries in the world, it is India which has the biggest illiteracy problem. About one-third of the world's adult illiterates reside in this country. However, the consistent efforts in the field of adult literacy in the last two decades have started yielding the results. The data released by the National Sample Survey Organization (NSSO) in 1999 shows a jump of 10 percentage points in literacy rates between 1991 and 1997 and 12 percentage points between 1991 and 1998 (a gap of just 7 years) (Table-1).

Table 1. Literacy Rates 1991, 1997 and 1998

Year	Literacy Percentage
1991	52
1997	62
1998	64

This compares extraordinarily with the trends of previous decades since independence which are shown in Table-2.

Table 2. Literacy Rates 1951 to 1997

Year	Literacy Percentage	Percentage Decadal Growth
1951	18.3	—
1961	28.3	10.0
1971	34.4	6.1
1981	43.5	9.1
1991	52.2	8.7
1997	62	9.8

Average Decadal Growth - 8.5%

The NSSO-1999 figures show that in the current decade, the decadal average of all earlier years has been surpassed (Table-2 and Figure-1).

According to the data, urban-rural differential in literacy rates has also shown a marked decline.

Table 3. Urban-Rural Differential in Literacy Rates

Year	Urban	Rural	Difference
1961	54.4%	22.5%	31.9%
1971	60.2%	27.9%	32.3%
1981	67.2%	36.0%	31.2%
1991	73.1%	44.7%	28.4%
1997	80.0%	56.0%	—

Table-3 shows that for the first time in a span of just 6 years between 1991-97, the urban-rural differential has dropped by more than 4 per cent, i.e. faster than any previous decade.

Figure -1

Decadal Growth of Literacy Percentage (7+) in India upto 1991 and from 1991 to 1997

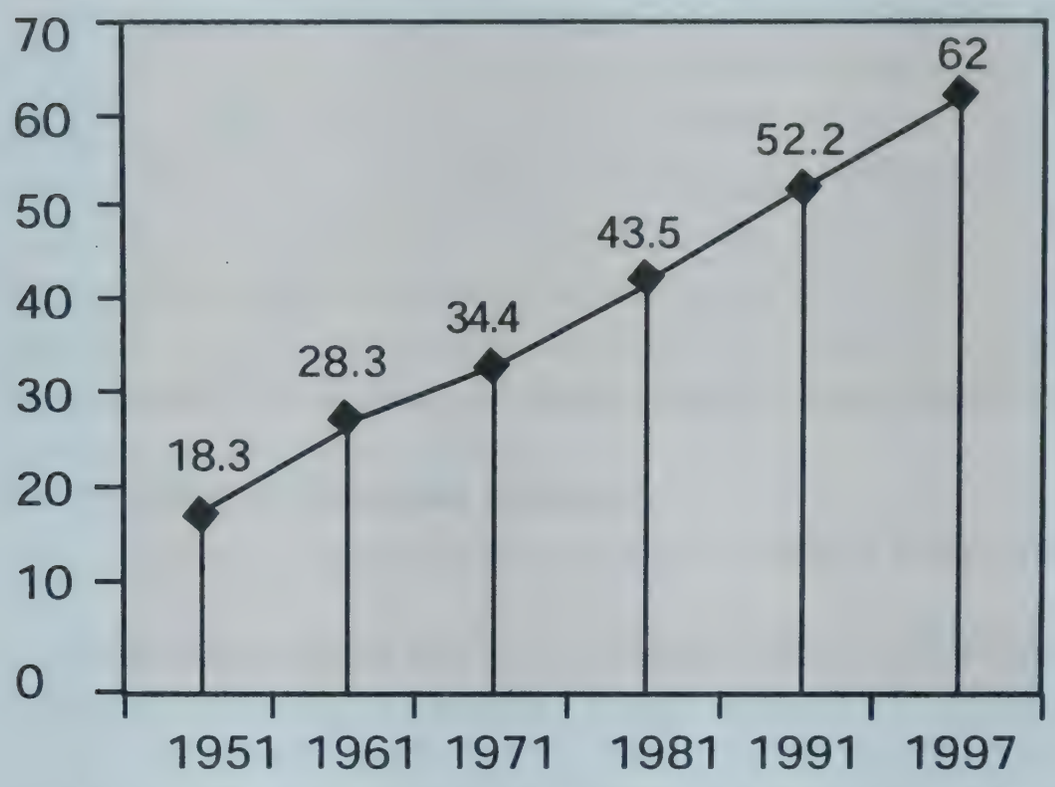


Table 4. Differential in Rapidity of Growth of Literacy in Rural-Urban Areas

Year	Urban	Rural	Increase in Urban	Increase in Rural	Difference
1961	54.4%	22.5%	—	—	—
1971	60.2%	27.9%	5.8%	5.4%	(-)0.4%
1981	67.2%	36.0%	7.0%	8.1%	(+)1.1%
1991	73.1%	44.7%	5.9%	8.7%	(+)2.8%
1997	80.0%	56.0%	6.9%	11.3%	—

Moreover, the growth of the literacy rate in rural areas, as compared to urban areas was much faster. It shows that between 1991-97, the rate of growth in rural areas has been 11.3 per cent as opposed to the rate of growth in urban areas, which has been 6.9 per cent, i.e. rate of growth in rural areas is faster by 4.4 per cent (Table-4)

The most heartening fact, is the rise in female literacy rate between 1991 and 1997. During the period, female literacy has

improved by 10.7 per cent, whereas the male literacy for the same period has risen by 8.9 per cent only. In the previous decade too, the female rate of literacy has grown faster than the male (9.5 per cent as against 7.7 per cent) (Table-5). It shows that the accelerated rate of literacy among females has not only been maintained but slightly enhanced.

Table 5. Differential in Rapidity of Growth of Male-Female Literacy

Year	Urban	Rural	Increase in Male	Increase in Female	Difference
1981	56.4%	29.8%	—	—	—
1991	64.1%	39.3%	7.7%	9.5%	+1.8%
1997	73.0%	50.0%	8.9%	10.7%	+1.8%

Another important feature that becomes evident is that the rate of literacy has improved in every state and the most backward states in the Hindi heartland like Rajasthan, Uttar Pradesh, Bihar, Madhya Pradesh, and Himachal Pradesh have shown dramatic improvement (Table-6).

Table 6. Increase in Literacy Rates in Hindi States

India and States	1991	1997 (in percentage)	Increase
INDIA	52.2	62	9.8
Bihar	38.5	49	10.5
Madhya Pradesh	44.2	56	11.8
Himachal Pradesh	63.9	77	13.1
Uttar Pradesh	41.6	56	14.4
Rajasthan	38.5	55	16.5

At the international level, India is now more advanced than countries such as Iraq, Egypt, Ghana, Saudi Arabia, Nigeria and Uganda and of course is far ahead of its neighbours Pakistan, Bangladesh and Nepal.

The figures show that :

a. Results of Mission mode are quite satisfactory.
b. Literacy campaigns may prove quite effective.
c. Stress on rural areas and girls are paying dividends.
d. Literacy campaigns should be followed by intensive post literacy and continuing education efforts.

Briefly it can be concluded that India has made tremendous achievements in the field of literacy. However, there are great challenges still to be met. The most demanding of the challenges, unquestionably is the challenge posed by poverty. This challenge is of reducing exploitation and creating more enabling conditions to enhance human capacities for better working, improving health and family welfare, education, etc.

It is a known fact that widespread poverty and lack of employment in rural areas drive people to migrate to cities.

There are diverse types of people among the rural poor. Some of them are somewhat educated/semi-literate or neo-literates/school drop-outs, while others are in the category of absolute illiterates. Most of the women and girls are illiterates. A few girls have started joining school and literacy programmes.

Literacy indeed is an indispensable tool for their development. It has been observed that after becoming literate and passing through the post-literacy cycle, the continuing education programme becomes important to them and their families, if they are expected to do anything apart from manual labour to improve the quality of life, acquire skills to upgrade their capacities social, economic and technological changes around them. They have to appreciate and understand the values of small family norms, environmental problems, health and sanitation, education safety and security of life which are almost important to them. Such values and literacy skills for income-generation and poverty alleviation cannot be learnt incidentally. These are to be imparted through organized learning and teaching. Once the literacy has been acquired, the neo-literates can use literacy skills in a variety of life functions from earning confidences and prestige and dealing with economic, political, health and nutrition and matters

of personal empowerment. Some of these and earlier mentioned dimensions have been attended to during the last decade through the literacy campaigns in India.

Since 1990 the "Campaign" mode was adopted as the main strategy for eradication of adult illiteracy in the country. Unlike the 'Centre' mode, the 'campaigns' have proved to be essentially volunteer-based with large geographic coverage, a time bound programme and with result orientation. The very nature of the campaigns and their processes require frequent interface between the people and the development functionaries. They work jointly for the campaign almost on a daily basis. This, interface and close working, provide opportunities to the people to relate their poverty and development concerns. It also provides opportunities to the officials to understand people's needs. The literacy inputs further provide the necessary confidence to the people to articulate their perspective vis-a-vis the poverty alleviation and development programmes and activities. As a result of this, a mutual trust and facilitating environment is developed among the people and the officials. Therefore, in many literacy campaigns throughout the country, poverty alleviation and development issues were taken up with literacy. Depending on the local needs and priorities, issues like immunization, income-generation, alcoholism and reforestation have been undertaken. These campaigns have demonstrated the nexus between the literacy and poverty alleviation and in a way, have also shown to development officials the way or approach to deal with similar issues in future.

With the considerations discussed in view, the Durg District Literacy Campaign was selected for the National Case Study from India in Innovative Approaches to Functional Literacy for Poverty Alleviation.

The next chapter on Initiatives in Adult Education in India will provide a background to the National Case Study which has been discussed and described in subsequent chapters of this report.

3

NATIONAL CASE STUDY

3.1. Procedure of Compilation

Responding to the offer of UNESCO (PROAP), the State Resource Centre, Jamia Millia Islamia, New Delhi submitted the proposal for compiling the national case study on innovative approaches to functional literacy for poverty alleviation. The proposal was approved and the funds were provided by UNESCO (PROAP) through its New Delhi Office. A consultative group was constituted by SRC with the following as its members:

1. Bhaskar Chatterjee, Joint Secretary and Director General, National Literacy Mission, Government of India, New Delhi.
2. J.L. Sachdeva, Retired Director, Indian Adult Education Association, New Delhi.
3. Nishat Farooq, Director, State Resource Centre, Jamia Millia Islamia, New Delhi.

This consultative group contacted the Directors of State Resource Centres to generate a list of District Literacy Campaigns in which the worthwhile innovative work on poverty alleviation through literacy has been done. Based on their feedback, a list of literacy campaigns was generated. On the basis of this list, the consultative group, made a comparative assessment within the campaigns and finally zeroed in on two campaigns, namely:

a) Dumka District Literacy Campaign in the State of Bihar

b) Durg District Literacy Campaign in the State of Madhya Pradesh

The group developed a proforma for obtaining preliminary information from these campaigns. This proforma was based on common guidelines for the 'National Case Study' provided by UNESCO (PROAP) (see Annexure-A). The two shortlisted campaigns were requested to provide information about their campaign on the proforma supplied to them with justification as to "why their campaign should

be selected for the National Case Study." On the basis of information provided by these two campaigns, the consultative group, finally shortlisted the Durg District Literacy Campaign from Madhya Pradesh for the National Case Study presented here. The factors favouring the selection of the Durg District Campaign for the National Case Study were many as described below:

1. In Durg, the 'Campaign' mode was adopted at a time when the approach was in its infancy stage.
2. Durg district had a large non-literate population in the target age group 15-45 years (.317 millions) with more than half its female population (in age groups 7 years and above) being illiterate (57.22 per cent).
3. A large section of the district population belonged to the Scheduled Castes and Scheduled Tribes (25 per cent) which are traditionally weaker groups in terms of education and socio-economic conditions.
4. A large portion of the district's rural population lived below the official poverty line. Out of 0.281 million rural families in the district, .219 million families were categorized as below the poverty line.
5. The main plank of the literacy campaign was improvement in living and working conditions. People were told that literacy is a precondition if they wished to improve their living and working conditions.
6. Visible work on poverty alleviation through literacy was done in the district which has continued till date with the active involvement of the District Literacy Committee, district administration and development offices.
7. Sufficient documentation and data in respect of work done during the campaign was available.
8. There was a continuity of officials and functionaries who were associated with the campaign since its inception. These persons were available and willing to provide the information and support to include their district in the case study.

3.1.1. *Scope and Objectives*

The scope of the present case study is confined to the District Durg located in the State of Madhya Pradesh of the Indian Union. The focus of the case study is on literacy programmes organized in Durg between 1990 to 2000 and the work on poverty alleviation through literacy done in the district during this period.

The specific objectives of the study were:

1. To identify and describe the systems and processes of the campaign in the district;
2. To critically analyse and describe the contents and processes of the campaign for references of poverty issues;
3. To critically analyse and describe the elements of innovation, determinants of success and their reasons, level of people's involvement and linkages with development programmes; and
4. To identify, critically analyse and describe the programmes/projects contributing to poverty alleviation, constraints and difficulties, field factors still requiring improvement and future needs of the programme.

3.1.2. *Methodology*

Sample

In view of the time and financial resources and the purpose of the study, i.e. analysis of the processes of the campaign for drawing the lessons of linking literacy to poverty alleviation, a 'purposive' sample design was adopted. The sampling units comprised individuals as well as groups. The sample was drawn from the following categories.

1. Senior and Middle level managers of the District Literacy Committee including its Chairperson and Secretary.
2. Resource Persons, Master Trainers, Co-ordinators and Volunteer Teachers.
3. Elected and non-elected leaders/representatives of the district, blocks and villages/communities and the community people in general.

4. Groups of Didi Banks, Bhaiya Banks, Mahila Mandals, Ramayan Mandlis, Co-operatives, Group Economic activities, soyabean and tomato cultivators, participants of watershed project, and individual entrepreneurs and beneficiaries.
5. School teachers, principals and senior representatives of development programmes/organizations.

List of names of Managers of District Literacy Committee and representatives of development departments interviewed (n=29) has been given in Annexure - B. The sample size from other categories (as described above) is as under.

Individuals Interviewed = 50

Groups Interviewed = 20 (no. of respondents = 235)

In addition to the above sources, the publications reports, records and documents of the District Literacy Committee were also included in sources of information for the study (Annexure - B)

Tools of Data Collection : A set of the following tools was developed for data collection.

1. Interview Guide for District Magistrate
2. Interview Guide for Secretary and Managers of District Literacy Committee
3. Interview Guide for Community Leaders
4. Interview Guide for Village Co-ordinator/Volunteer/Instructors and Community People
5. Interview Guide for Learners/Neo-Literates
6. Interview Guide for Poverty Alleviation Activity Group/Individual
7. Interview Guide for Functionaries of Development Programmes/ Organizations
8. Record Proforma for Poverty Alleviation Activity
9. Inventory of Records, Reports, Publications, Documents, etc.
10. Content Analysis Guide

Given the purpose and nature of the study and the method of

sample selection adopted, the tools were kept unstructured and flexible. This was done to allow free flow of qualitative information. Copies of the tools are available in the Annexure - C.

Data Collection : For data collection a visit was made to Durg. Data collection was carried out in the month of August 2000. The data was collected by the Director, Programme Co-ordinator and Research Fellow of SRC, Jamia with the help and support of the Zila Saaksharta Samiti, Durg. Data was collected through on-site visits during which some of the poverty alleviation work was actually observed. The relevant records, reports, documents, publications, etc. were studied before making field visits for data collection. The senior functionaries, etc. were studied before making field visits for data collection. The senior functionaries of the District Literacy Committee and the representatives of development programmes and organizations were interviewed at the DLC's office because of time limitations. Data was also lifted from records, reports and documents. The publications were studied and their contents were analysed with the help of content analysis guide.

Data Processing : Collected data was checked and edited. The data was classified as per the heads of information contained in common guidelines for the case study circulated by UNESCO. Since most of the data was qualitative not much tabulation work was required. Wherever necessary, the tabulation was done manually. Again, owing to qualitative nature of the data, content analysis was done and wherever required it was supported by qualitative data which was in the form of simple frequencies and percentages.

Data Interpretation and Presentation : Data interpretation and arguments have been presented in the present report.

3.2. Community Profile

Durg district is located in the State of Madhya Pradesh which is the largest state in terms of area in the Union of India. District has a total area of 8537 square kilometres. Although, the district is well endowed with three rivers, but because of rocky terrain and soil composition, it is a drought prone district.

The seasonal crops are paddy, maize, pulse, gram, etc. It is also rich in iron ore. The other mineral wealth available in the district consists of dolomite, lime stone and stone for building construction and flooring.

According to the Census, 1991 (which happens to fall during the period of Literacy Campaign in Durg), Durg had a total population of 2.397 million with 1.218 million males and 1.178 million females. Around one-fourth of the district's population belonged to the Scheduled Castes and Scheduled Tribes, which are considered to be the traditionally backward groups of India's population. Out of the total population, 1.551 million people (or 64.7 per cent) lived in rural areas (1803 villages) and 0.845 million people (or 35.2 per cent) resided in urban areas (18 towns and cities) (Figure-2).

In terms of educational facilities (1993-94 data), the Durg district had 2161 Pre-Primary and Primary Schools, 817 Middle Schools, 92 High Schools, 144 Higher Secondary Schools, and 33 Colleges (including professional colleges). According to the 1991 Census, the literacy rate of the district (7 years and above age groups) was 58.70 per cent. The rate of female literacy in the district was lower as compared to the male literacy rate. The female literacy rate was 42.78 per cent (Figure-3).

In terms of occupational profile, the majority of the district's population was dependent on agriculture. Out of a total population, 1.015 (or 42.36 per cent) million were mainly employed and 0.037 million (or 1.55 per cent) were marginally employed. According to this data, 1.344 million (or 56.07 per cent) population of the district was categorized as "unemployed" (Figure-4). As per the available data, a total of 0.219 million families lived below the poverty line in rural areas (1991). These families formed 78.2 per cent of the total rural families (2,81,194) in the district (Figure-5). Given the predominant dependence on agriculture, drought proneness of the district, number of people mainly employed (42.36 per cent only) and number of families below the poverty line, it may be inferred that the economic situation in the district was not so favourable.

In terms of other development indicators, in 1991, IMR was 36.05 per cent per 1000 and the birth rate of the district was 34.50 per

Figure 2. Population of Durg - 1991 (in millions)

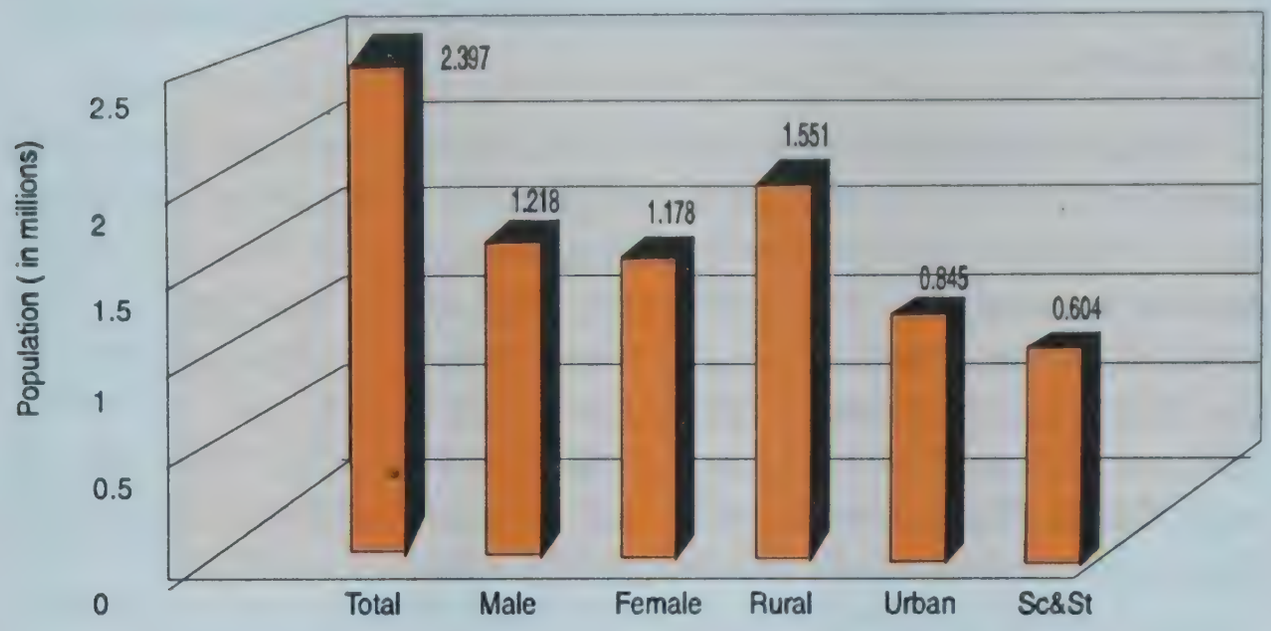


Figure 3. Literacy Rates of Durg - 1991
(7 years and above ages)

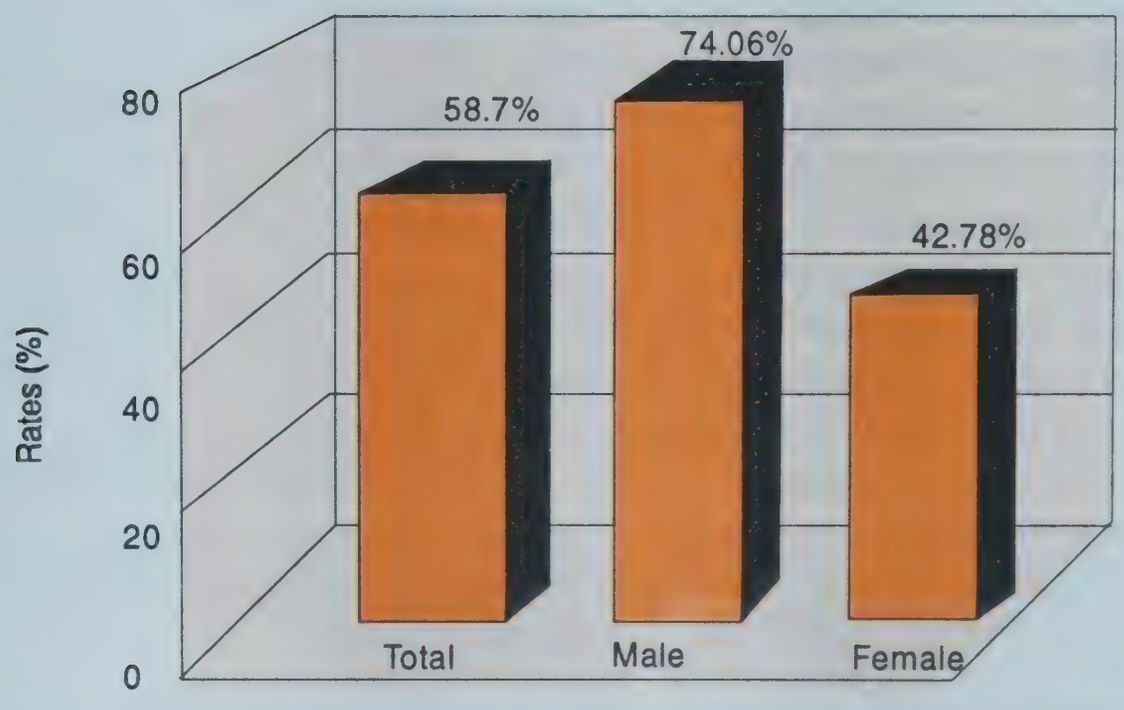


Figure 4. Employment Structure of Durg's Population - 1991

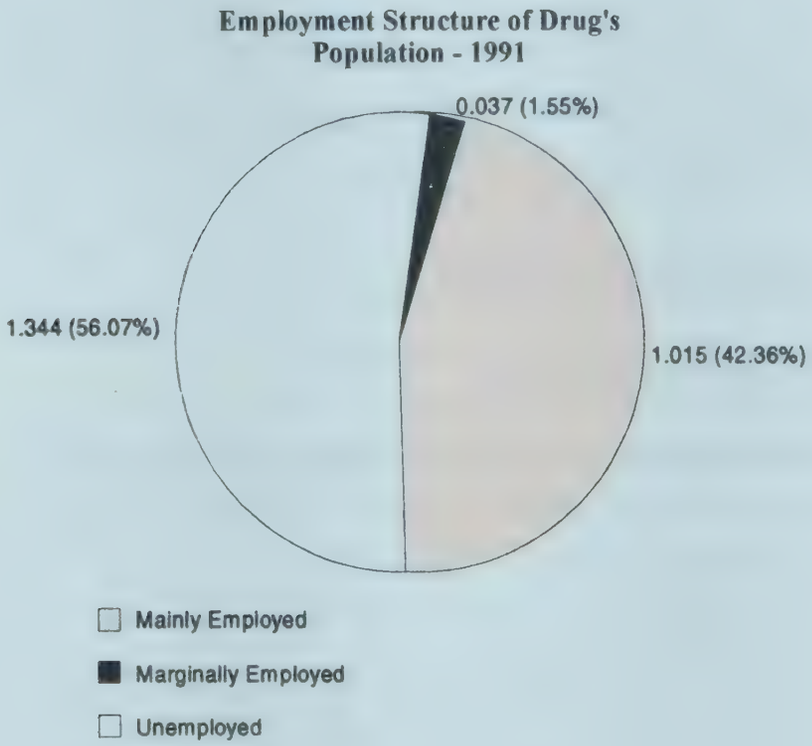
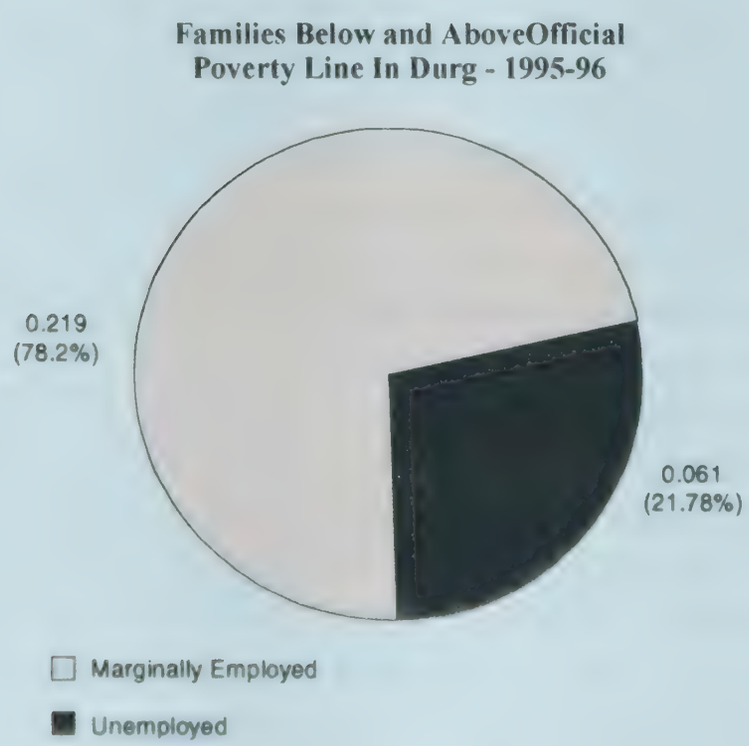


Figure-5 Families Below and above Official Poverty Line in Durg - 1995-96 (in millions)



1000 (1990-91). In terms of primary school enrolment, out of the enrolled children only 42.6 per cent were girls, suggesting that access of girls to basic education was limited. These development indicators when considered with the economic conditions as described earlier, suggest that there was tremendous scope for addressing the poverty issues under the campaign.

3.3. Literacy Programmes

3.3.1. *Literacy Campaign*

3.3.1.1. *Conception:* In 1990, the 'Campaign' approach to combat with the problem of adult illiteracy was successfully demonstrated in Ernakulum district in the State of Kerala (India). Inspired by the success of Ernakulum, the first meeting of social activists, intellectuals, etc. was held on 12 May 1990 to adopt a campaign model in Durg district. Subsequently, the Durg District Literacy Committee was constituted and registered as a voluntary organization to plan and implement the Literacy Campaign in the district. In Ernakulum, the campaign was sustained by non-government organizations. But the conditions prevailing in Durg, especially the large geographic expanse, low literacy rates and high target population, necessitated the support of the local administration. Therefore, the discussions started with the local administration and their concurrence and agreement was obtained to support the literacy campaign. The process of consensus building through discussions started with the local administration and their concurrence and agreement was obtained to support the literacy campaign. The process of consensus building through discussions and meetings with different officials, leaders and sections of people was repeated at block, cluster and village levels. The block level meetings were very hectic. Discussions with local people and officials continued from mornings till late evenings. These meetings were addressed by people with social and official standing and included the Members of the Executive Committee of the District Literacy Committee and its Chairperson. In a single day 1,100-1,200 people were addressed in each block. The central theme of these meetings and discussions was: "If you want to improve the existing living and working conditions, then literacy is the tool."

These meetings and discussions were able to bring about the desired consensus and preparedness to work for the cause of literacy.

As part of nation wide mobilization through Bharat Gyan Vigyan Jatha organized by Bharat Gyan Vigyan Samiti (BGVS), two 'Kala Jathas' staged their performances at 200 selected cluster points from 2 October to 4 November 1990. These Jathas created interest and curiosity among the social and cultural activists, people's representatives, etc. A three-member team was sent to Ernakulum to experience and study the campaign approach. The inherent cultural richness of the district was harnessed to form block level "Kala Jathas" (N=15) for motivation and mobilization at cluster and village levels. This chain of "Kala Jathas" wove the local talents, local cultural and art forms, the local issues and the local dialects into their presentations. A 15-20 day long festival "Lok Kala Mahotsav" (Folk Arts Festival) was organized throughout the district. During this festival, hundreds of folk groups gave performances in different villages in their respective blocks. The epicentre of this festival was the district level festival which was attended by 21,000 persons. The presentations of Kala Jathas included solo and group songs, slogans, plays, dances, etc. The contents of these presentations were not confined to "literacy" alone. Other issues like leprosy, conservation of natural resources, poverty and literacy, general awareness, etc., were also included in the presentation of "Kala Jathas" and folk group performances. Integration of multiple issues gave the message to the people that the campaign will not talk of 'literacy' alone but will also address their felt needs. Thus the "Kala Jathas" and folk groups were able to create a conducive environment in villages for literacy.

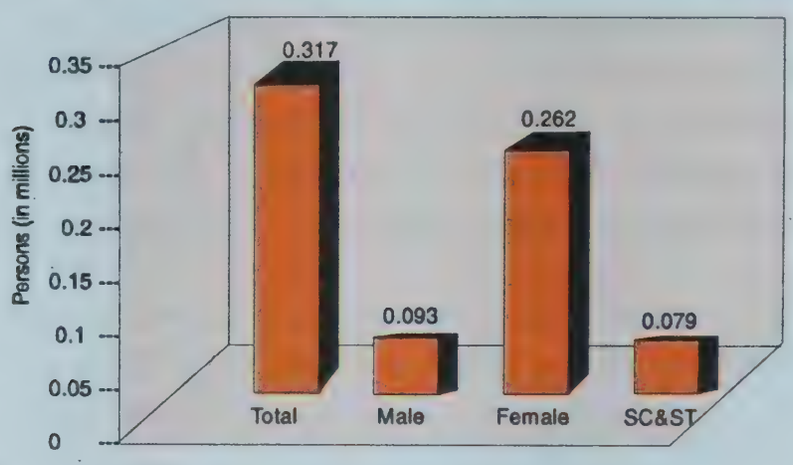
"Kala Jathas" talked of voluntary participation of people including the Volunteer Teachers or the 'Akshar Sainiks'. Therefore, there was a natural opposition and resistance from the 'paid' literacy instructors and staff of the 'centre-based' programme which was in operation at that point of time in the district. But in view of the unsatisfactory performance of the centre-based programme in the past, the resistance and opposition of the 'paid' instructors and staff was ignored by the village people.

3.3.1.2. *Target Population:* The direct focus of the campaign was on all non-literates in the 15-45 age group. Given the length and breadth

of the district and its total population, identification of these people was not an easy task. A door-to-door survey was planned and executed to identify them. Thousands of survey squads were constituted each having 4-5 volunteers. Each squad surveyed 40-50 households. The survey was not merely an exercise of heads count. But it was used as an opportunity of first interface with prospective learners and volunteers. It was carried out in all areas simultaneously which also contributed to the environment-building for motivation and mobilization. The survey exercise was completed in approximately 30 days.

A total of 0.317 million persons in the age group 15-45 years were identified as non-literates. These non-literates formed the target population for the campaign. Out of total non-literates, 0.093 million (29.7 per cent) were males and 0.223 million (or 70.3 per cent) were females. Out of the total non-literates, 0.079 million (24.9 per cent) belonged to the Scheduled Castes and Scheduled Tribes, the traditionally disadvantaged groups (Figure-6). On the basis of door-to-door survey data, social mapping was done to identify the pockets of high concentration of non-literates. Priority was accorded to such pockets in the planning and phasing of the literacy programmes.

Figure 6. Non-Literates Identified in Durg



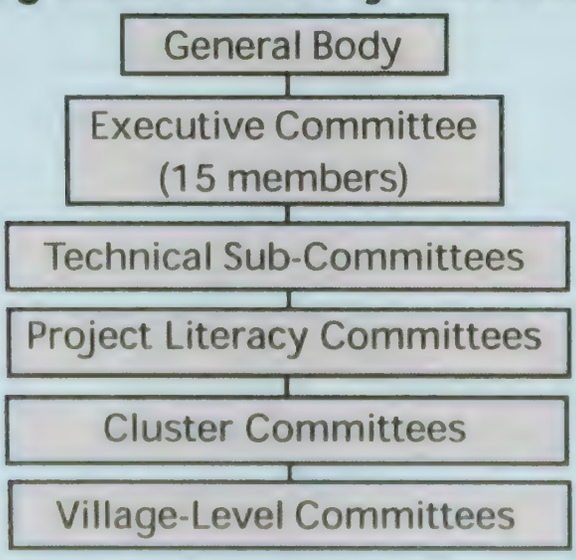
3.3.1.3. *Management Structure:* In order to manage the campaign, the District Literacy Committee (DLC) was formed and registered as a voluntary organization. The overall management of the campaign was vested with the Executive Committee of the DLC. The Executive Committee had 15 members, out of which 6 were government officials and 9 were non-government officials. The leadership to the DLC was provided by the District Commissioner as its Chairperson. A member

of BGVS (a national-level NGO) was appointed as the Secretary of the DLC. Nine technical subcommittees (finance, purchase, training, etc.) were also constituted. To manage programmes at the block-level, 'pariyojna saaksharta samitis' (literacy project committees) were also constituted with membership ranging between 12-20 persons. Committees at this level also had government and non-government members. Down this level, the cluster (Jagriti Kendra) and the village-level committees were constituted (Figure-7).

The primary functions of the committees at all levels were programme planning, and execution, attending to the problems and monitoring and evaluation of the programmes in their respective areas. The committees at village-level were also responsible to generate their own resources for the programme. For example, the campaign did not spend any money from its budget on purchasing kerosene oil for the lanterns (for night classes) and 'slate pens'. These and some other resources were locally mobilised by the village-level committees. In some villages, "elders' committees" were also constituted to escort women learners from and to their homes for attending night classes. For similar services in some other villages, the village 'Kotwals' (village watchmen) offered their voluntary services and discharged this responsibility. Many of the members of the village-level committees, also conducted the literacy classes themselves.

At each level, the meetings of the committees were held twice a month.

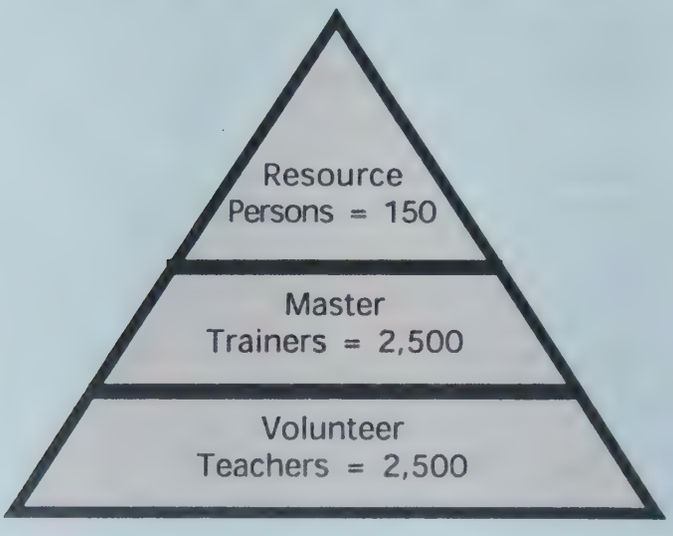
Figure 7. Management Structure of the Durg District Literacy Committee



By and large, the majority of the committees remained active throughout the campaign. Being voluntary in nature, these committees played the important role in sustaining the campaign by presenting a role model for others. Without their active participation, the mass base of the campaign would not have been possible.

3.3.1.4. *Profile of Resource Persons, Master Trainers and Volunteer Teachers:* The essential component of the initial consensus meetings and the Kala Jathas was the appeal to people to render their voluntary services for the campaign activities. As a result of the environment created by the environment building activities, people got motivated and started offering their voluntary services. The campaign had a limited time period and a sizeable target of non-literates expected to be made literate. This required a large number of volunteers to be involved simultaneously to conduct literacy classes. Therefore, a 3-tier system of training was evolved (see Figure-8). At the first level there were the resource persons. The campaign was able to enrol the services of 150 resource persons for conducting the training of master trainers. The majority of resource persons belonged to the non-government sector and many of them were already the members of Bharat Gyan Vigyan Samiti, an organization which had initiated the campaign. Others had joined to give their voluntary contributions for the noble cause of literacy. They comprised retired persons, freelance writers, freedom fighters and community activists. Among the resource persons, 15 per cent were women. Out of these, 90-95 resource persons remained active throughout the campaign. Each team of two resource persons trained several batches of master trainers.

Figure 8. Three-Tier Training Model of TLC, Durg



Keeping in view the very large number of volunteer teachers to be trained for conducting the literacy classes, a total of 2,500 master trainers were enrolled. Master trainers were mostly school teachers. Appeals were issued to the school teachers for enrolling them as MTs. Their enrolment was made easier because of two factors. Firstly, the campaign was being backed by the local administration and secondly, some leaders of the teachers' union had already joined the block-level management committees. In rural areas about 15 per cent of MTs were women, whereas in urban areas this percentage was about 20 per cent. The choice of school teachers as master trainers was made to use their teaching experience for conducting the training of VTs. The other advantage of these school teachers was the location of their schools in the villages where the training of VTs was conducted. Teams of master trainers conducted the training programmes of volunteer teachers.

Given the large number of non-literates to be taught, a strong force of 24,000 "Akshar Sainiks" (volunteer teachers) were enrolled. In rural areas, 85 per cent of VTs were non-school going and were in the age group 15-35 years. Thus, in rural areas, comparatively mature volunteer teachers were available for the campaign. Among the urban VTs, 60 per cent comprised school-going children below 15 years of age. Among the VTs (rural as well as urban), 20 per cent were women. These VTs were a highly motivated and committed workforce and served as the 'backbone' of the campaign. During data collection it was gathered that the majority of VTs enrolled with the campaign because they wanted to do something for their community. Some others had joined it for the prestige involved in the work. A very small number admitted that they joined the campaign anticipating prospects of employment in future. Over the years, these VTs have become multi-purpose workers. They are now readily available as village-level contact persons practically for every development programme in the district, be it a polio-immunization campaign or drought relief work. Many of the VTs are still active even after ten years of their enrolment under the campaign.

3.3.1.5. *Training:* The training of resource persons was conducted in November-December 1990. A total of six days' training input (in slots of 3 days each) was provided to the resource persons. The State

Resource Centre of Indore (the nodal training and technical resource agency for literacy programmes in the state) was involved to train the resource persons. In 1990, even the SRC was not fully equipped to conduct training for the 'campaign' approach which was different from the 'centre-based approach'. Thus, after the first slot of 3 days' training of resource persons, a 3 days' 'Chintan Shivir' or 'Thinking Camp' was organized to identify the training needs for future training of resource persons, master trainers and volunteer teachers. The main issues which came out of 'thinking camps', were methods of sustenance of motivation of volunteer teachers, learners and community people, and linking literacy with daily life issues. These focal areas were strengthened in future training programmes of MTs and VTs.

Later master trainers were provided training of 7 days (4 days induction and 3 days' refresher training) and the VTs were trained for 5 days (3+2 days). Apart from the operational aspects of the campaign, the focus of training was on motivation of learners, voluntarism and linking literacy with living and working conditions.

The training programmes for VTs were simultaneously organized in all villages. Simultaneous organization of training programmes also helped in creating the environment for literacy in the villages.

The training programmes at each level were followed by the contact meetings at regular intervals. These meetings also served as fora for experience sharing and mutual learning. The meetings of volunteer teachers were also instrumental in sustaining their commitment and involvement in the campaign.

3.3.1.6. *Teaching-Learning Methods and Materials*

a. *Materials*

ZSS, Durg had adopted the pattern of the National Literacy Mission for development of teaching-learning material for basic and post literacy stages. For basic literacy a set of Improved Pace and Content of Learning (IPCL) primers consisting of three parts developed by SRC, Indore were adopted by the ZSS after incorporating suitable changes (district specific) by the SRC on their suggestions. These primers were integrated and multigraded. In each part, literacy, numeracy and

workbook were integrated so that learners get a complete set of material. For continuous formative evaluation of learners after every three lessons, a test paper was included in primers. In this way, in each primer, there were three evaluation sheets. To motivate the learners, after completion of each primer, a certificate was awarded to her/him. After successful completion of the third primer the learners were declared 'literate'. As most of the learners were farmers from poverty groups and women, their concerns were incorporated in the basic and post literacy primers, e.g. work in the fields, proper care of crops, use of modern technology in agriculture, health and hygiene and tips on balanced diet. In addition to these, issues of comfortable homes, interpersonal relationships, community and environment were also included. Details of the contents are given in Table-7.

For development of continuing education material, workshops were organised in which local writers and field workers participated. The contents were selected by them. The books have also been developed on local leaders. For example, the book written about Tejan Bai, who was an illiterate but renowned singer and during the literacy campaign, she became literate. Her story is very popular among the learners.

The folk stories like Naag Aur Mendhak (Cobra and Frog), Kafan (Burial Cloth), Anmol Moti (Priceless Pearl) which are very popular among the masses, have been written in simple language for neo-literates. Many illustrations based on local cultures have been incorporated to make it more readable and attractive.

In case of continuing education materials, it has been observed that the main focus was on folk stories, women's empowerment, population education, interpersonal relations, etc.

Although many issues related to poverty were covered in the curriculum, still in case of continuing education, there was tremendous scope to incorporate the following issues:

Health and Hygiene

- Health and hygiene awareness of facts, practices and rules of good health, common diseases, overcoming illness.

Table 7. Analysis of Materials and Media Software Used in Durg Adult Education Programme

Poverty/Development Issues	Basic Literacy Primer	Post Literacy Primer	Continuing Education Material	Environment Building Material
1. Health and hygiene	• Right age of marriage of girls • Immunization of children against 5 killer diseases • Immunization of expecting mothers	• Home remedies	• Leprosy • Oral rehydration	• Personal hygiene • Literacy and health education • Immunization • Leprosy
2. Nutrition and food	• Balanced diet • Tips for low cost food recipes	• Use of solar cooker		
3. Farming	• Use of modern tools of farming and improved varieties of seeds • Use of fertilizers and insecticides for better crops • Good crop for the prosperity of family • Hard work pays dividends	• Farming of new varieties of soyabean • Use of modern pumps to save labour for watering the field • Home remedies for animals		• Cultivation of better varieties of soyabean and tomatoes
4. Drinking water and sanitation	• Environmental cleanliness		• Care of hand pumps by villagers to get clean drinking water	

Contd...

Contd...

Poverty/Development Issues	Basic Literacy Primer	Post Literacy Primer	Continuing Education Material	Environment Building Material
	• Use of water for gardening • Pit latrines			
5. Co-operatives and credits	• Loan facilities of bank to start business			
6. Home and family welfare	• Need of a comfortable home • Environment around house • Cordial relationship between family members • Role of women in prosperity of family • Women as equal partners in family welfare • Small family norms	• Small family norm	• Work hard to earn money • Small family norm • An ideal home • Cordial environment at home • A woman's crusade against alcoholism • Inter-spouse communication • Upbringing of children • Population education and small family norm • Relation between resources and family size	• Family welfare, child marriage • Dowry
7. Living in the community	• Concept and importance of national flag • Equal status of women in the community • Civic sense	• Communal harmony • Civic sense	• Good local leader • Wisdom is necessary for survival • Learning to live and work jointly • Learning to understand how others live	• Motivation about development of village • Status of farmers of Chhattisgarh. • Interpersonal relations

Contd...

Poverty/Development Issues	Basic Literacy Primer	Post Literacy Primer	Continuing Education Material	Environment Building Material
	• Role of local self-government in development of villages		• Interpersonal relations • Benefit of development schemes for development of village • Effect of poverty • Corruption in system • Live and let others live • Relationship between friends	
8. Environment	• Importance of trees in environment conservation • Trees as providers of resources like fruits, vegetables, wood, medicines, etc. • Various types of pollution	• Plantation of trees for environment conservation	• Environment conservation • Reforestation	• Environment conservation and tree plantation
9. Status of women and gender	• Gender equality in farming • Girls may achieve equal status if	• Queen Ahilya Bai empowerment of women	• Equal status of girl child • Status of women in a family • Empowerment of women	• Women's empowerment

Contd

Poverty/Development Issues	Basic Literacy Primer	Post Literacy Primer	Continuing Education Material	Environment Building Material
	they are provided equal opportunities ● Equal status of women in home and community ● Equal wages for women		● Support provided by males for empowerment of women ● Importance of literacy for empowerment of women ● Stories of empowered village women	
10. Science/scientific temper	● Importance and achievement of sciences in the field of health, farming, etc.	● Development of scientific temper	● Blind beliefs	
11. Literacy and education	● Importance of functional literacy for self-reliance		● Female literacy, a tool for women's empowerment and development of community ● Corruption in education system	● Motivation for literacy ● Benefits of literacy ● Girls' education ● Education of children ● Continuing education ● Functional literacy

- cultivating good personal health practices
- consequences of bad practices
- healthy living
- traditional medicines
- personal hygiene

Nutrition

- balanced diet
- low cost food recipes
- malnutrition and deficiency diseases
- using available resources to get food of better nutritional value
- food and poverty

Farming

- awareness about modern techniques of farming
- use of fertilizers and better varieties of seeds to increase productivity
- labour saving devices
- co-operatives
- co-operative farming
- development schemes

Drinking Water and Sanitation

- Awareness about safe drinking water
- water-borne diseases
- cleanliness of water
- keeping sources of drinking water clean
- scientific methods of waste water disposal and recycling of water

Co-operatives and Credit

- Knowledge of Bank schemes
- income-generation/trade opportunities
- rules and regulations for 'Didi Banks' (women's self-help groups)
- enhancement of vocational skills
- co-operatives and credit
- cultivation of saving habits

Home and Family Welfare

- concept about family, home and relationships between family members
- gender equality
- awareness about effective use of family planning welfare services
- inter-spouse communication
- reproductive health issues

Environment

- more material on pollution and environment conservation
- awareness about water pollution and soil conservation

Science and Scientific Temper

- more books about blind beliefs prevalent in the community and inculcation of scientific temper to analyse them
- use of science in health, farming, sanitation, etc.

Literacy and Education

- need and importance of children's education, especially girls' education
- avenues for higher education

- information about various available courses
- real success stories

b. *Format and Style of Writing*

The basic and post literacy primers were quite attractive having bold letters in 24 point and 50 per cent illustrations. Illustrations matched the local cultural milieu.

Primers were written in narrative form. There were a variety of exercises for drills. Few characters have been formed around which the contents revolve so that learners could identify themselves with those characters. The Primers were written at the local level by local literacy workers and writers.

There was mention of local leaders, especially courageous women. All the primers were gender-sensitive. Women were shown as equal partners in every sphere of life.

Although people speak the 'Chhattisgarhi' dialect, primers were in standard Hindi language, even then people like to read. These were based on the Analytical Method of Teaching.

Continuing education booklets were mostly between 16-48 pages. In a few of them the point size was small for adult learners. There were enough illustrations and white space to catch the attention of learners.

Most of the books were written in story form. The local culture was reflected in the style of writing. Illustrations also were done keeping in view the cultural and social background of the learners.

c. *Teaching-Learning Process*

Before starting the teaching-learning process, an environment conducive to literacy was created in the villages. Kala Jathas played an important role. Each Kala Jatha presentation included local language and folk culture. This made it possible for Jatha to reach the poorest of the poor at the grassroot-level. In Kala Jatha various subjects, e.g. literacy, immunization, leprosy eradication, superstition, health issues, MCH, soyabean plantation, poverty, etc. were covered. It was a powerful

means of communication to a large public gathering at a time. During mass mobilization, Jatha artists performed at village, block-level and district-level. Kala Jatha artists were those potential voluntary self-motivated artists who performed their artistic skills for a specified goal. After performance of Kala Jathas the contents are critically discussed with learners/neo-literates.

Many local meetings were also organized at village level and importance of literacy in relation to the lives of villagers was discussed with them. By this process adult non-literates were fully motivated and at the same time the instructors were also enthusiastic to teach on a voluntary basis. They never charged any fees for teaching their learners.

In such an environment, the teaching-learning process was started giving momentum to the process. Primers were based on key words which were derived from the daily life of learners like houses, farming, new tools, sale of crop, etc. However, it was felt that many learners liked to learn in the traditional manner because they culturally accepted it and simultaneously it was easier to teach and learn through this method. However, it was made sure that teaching-learning was in a participatory manner. During the basic literacy phase although the focus was on imparting skills of reading, writing and numeracy but the other concerns like social awareness and functionality were also given due weightage. During the post literacy phase, the main emphasis was on developing skills for income-generation, overcoming low self-esteem, developing ability in learners to take positive initiatives and actions on their own behalf. For example, women belonging to weaker sections and those below the poverty line organized themselves to form co-operative societies and groups. They are financed by banks based on their share at an interest rate of 8 per cent and subsidiary is also provided to them depending upon the type of beneficiary. So far 36 such units are registered. The literacy has developed self-confidence in learners and they have acquired decision-making powers. This was observed during data collection for the present case study.

In the case of women who have formed groups, their children, especially girls are getting education in schools. Home management-

related decisions are wholly in the hands of women. There is a remarkable change in the decision-making related to children. During a study conducted by ZSS, Durg it was found that 60 per cent of the women responded to the girls after 18 years of age only, though selection of a match for sons/daughters is still in the hands of elders and men. Forty per cent of the women are in constant touch with block headquarters and could communicate effectively and demand rights. Leadership qualities of women need no other example. They select their leader among members who manage the co-operative quite efficiently. They conduct financial dealings, maintain ponds, buy and sell fish, and keep expenditure of income. But everything is not very smooth. Sometimes they require assistance from the authorities and members of the family.

Moreover, now women are more aware about health, modern medicinal practices, immunization and family planning issues. Sixty per cent of the women realize the lack of primary health centres in the neighbourhood. Although owing to economic reasons they eat rice, vegetables and pulses only, but they are aware of the importance of milk, eggs and fruit for better health.

Socio-religious rituals are still significant for tribals. They still follow religious taboos and stick to traditional practices.

The teaching-learning process had also started building women's collectives, thrift movement and economic activities which have sustained the women's organization and benefited them in various ways.

However, it is suggested that the teaching-learning process should be more activity based and the material should be designed in such a manner which awake them and make them think and act. The learning needs of the neo-literates should be identified by discussion on various issues with them. They should be involved in writing of material and choosing the contents of the material. The curriculum should emphasize critical information in their contents.

3.3.1.7. *Level of Involvement of Learners and Community :* A very high degree of learners and community involvement existed in literacy as well as poverty alleviation programmes and activities. This has been

reflected in earlier and later sections of the present case study. It has not been separated because it might lose its relevance without a background or persepctive.

3.3.1.8. *Linkage with Other Development Departments:* The literacy campaign of district Durg was launched in 1990. Since then, it has been sustained till the compilation of the present case study. This is amazing because experiences show that it is easy to launch a literacy campaign but very difficult to sustain it for such a long period of time. One of the main reasons of its sustenance is its networking with various agencies, departments and individuals. There is a sort of synergy that exists between district administration, NGOs and the District Literacy Committee (DLC).

The linkage of DLC with the people's representatives is an important factor in the success of the Durg literacy campaign. The present local self-government members are highly motivated and involved with the campaign because most of them are either neo-literates or literacy workers.

DLC is closely linked to the public health department and NGOs who work for various health programmes like immunization, diarrhoea control, leprosy, general health check-up, eye check up, rehabilitation of the physically disabled, etc. Some of these programmes have been successfully carried out with the help of the World Bank and DANLEP.

The participants of the literacy campaign have greatly benefited by these activities. For example, Peperkhar Village Panchayat has leased 7 water ponds of 6.51 hectares water capacity for 10 years to the neo-literate women's co-operative. The Fishery Udyog Department has made Rs. 3,261 available to them as insurance for any accident.

The Department of Agriculture and Rural Development have very good networking with the campaign. With their support, several programmes of income-generation have been started under variuos schemes. The National Bank for Rural and Agricultural Development (NABARD) and other banks have supported women in farming, micro-credit programmes, etc. To inculcate the habit of saving, a scheme called Prime Minister's Mahila Sareedhi Yojna was launched in 1993

by the government. Under the scheme one can deposit Rs. 300 in the bank and in return Rs. 375 is paid. The Mahila Wing took the initiative and organized Kala Jathas to create awareness. Eight thousand eight hundred and forty-nine accounts were opened in different areas by the neo-literate women. Thus promoted savings — Dondilohara (108), Patan (284), Dondi (175) Durg Rural (4300) Gunderdehi (3500), Saja (482).

Moreover, those women who lived below the poverty line, were motivated to start their own business, as per the Gramya Scheme of government. About 141 such women who were made literate came forward and received a loan @ Rs. 500 (nearly $ 11) per woman. Seven projects received loans.

S.N.	Project	No. of women	Loan (in Rs.)
1.	Dondilohara	46	23,000.00
2.	Gunderdehi	26	13,000.00
3.	Navagarh	04	2,000.00
4.	Durg	33	16,500.00
5.	Patan	11	5,500.00
6.	Bemetara	01	500.00
7.	Dhamdha	32	16,000.00
	Total	153	76,500.00

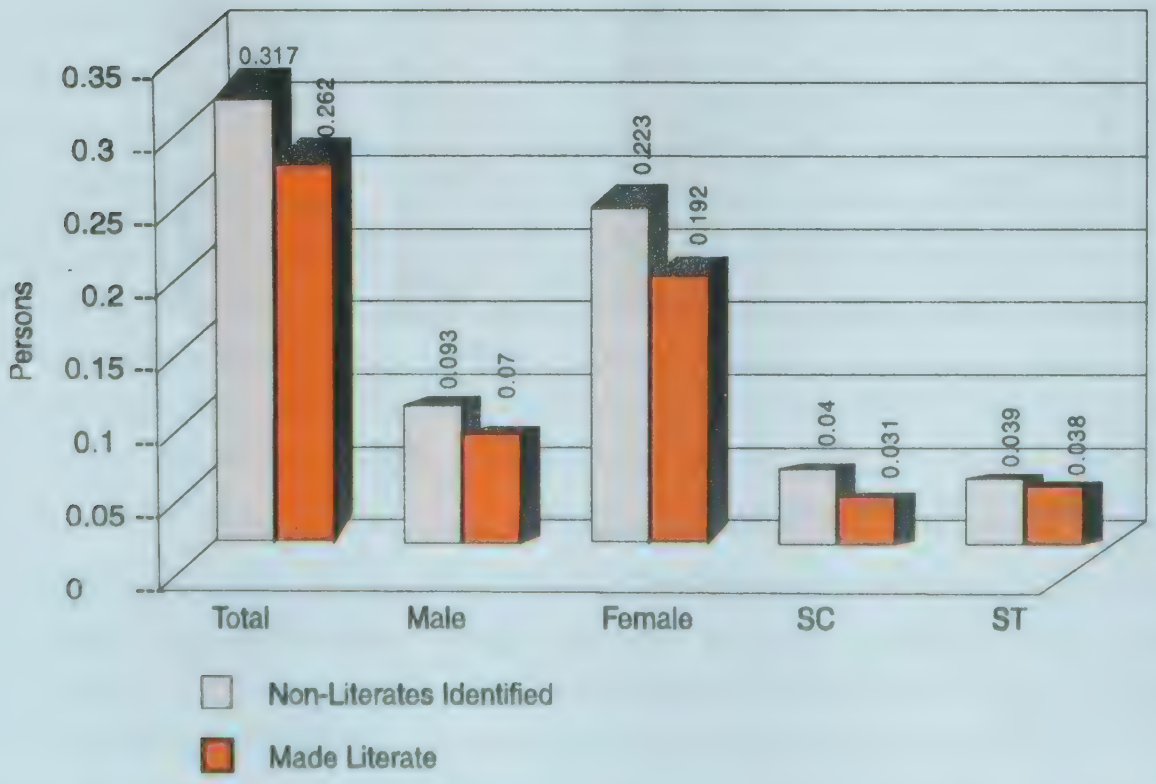
The Campaign has been able to harness and use media as an effective tool for sensitization of various stakeholders including activists, learners, common people at grassroot-level and policy makers.

Schools, Colleges and Universities have offered their full support at district and community-level. Many individuals at community-level have supported programmes in the form of trainers, literacy workers, members of cultural troupes and by providing resources in kind and cash.

There are variuos programmes which are being organized in co-operation with international agencies like the World Bank and the DANIDA Development Agency (SIDA).

3.3.1.9. *Target Group and Coverage:* It may be recalled that a total of 0.317 million persons were identified as non-literate in the age group 15-45. In order to teach the identified non-literates, a total of 26,801 literacy classes were organized throughout the district. According to the findings of internal evaluation, a total of 0.262 million learners or 82.6 per cent of the target were declared successful. Out of the .223 million non-literate women, 0.192 million were declared successful (i.e. 86 per cent of the target). The campaign managers took pride in the fact that the percentage of successful learners was also better in traditionally disadvantaged groups, i.e. Scheduled Castes and Scheduled Tribes. Special focus of the campaign on the Scheduled Castes and Scheduled Tribes yielded encouraging results. Out of .39 million Scheduled Tribe

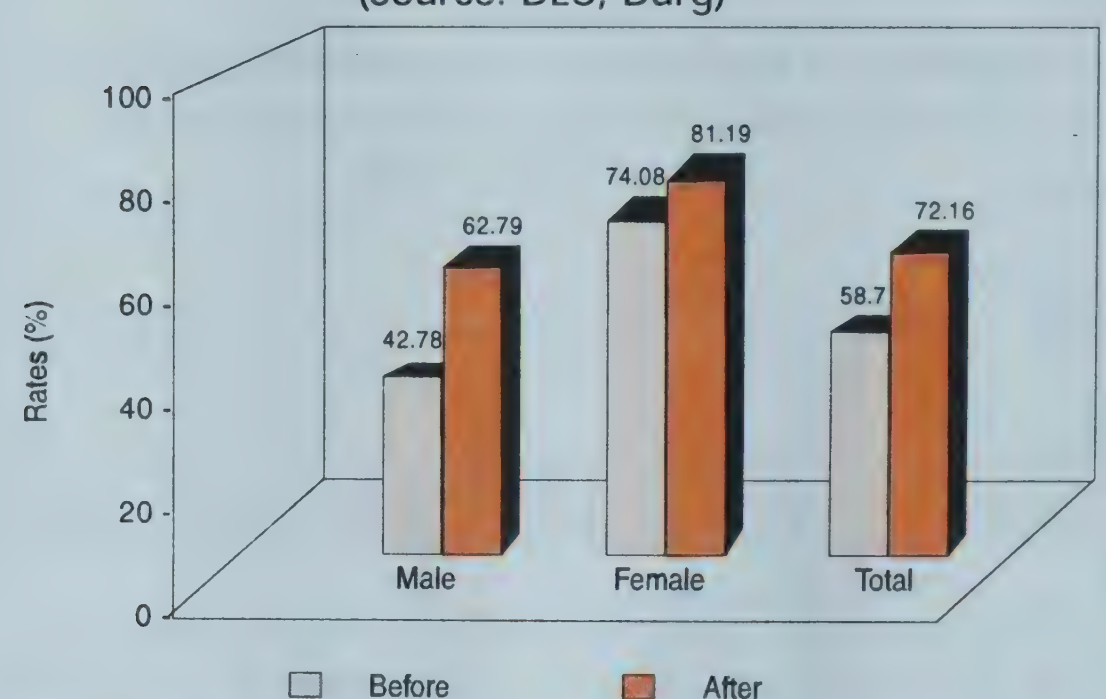
Figure-9
Number of Non-Literates Identified and Made Literate under the Durg Literacy Campaign (15-45 age group)



non-literates, .38 million or 97.4 per cent were successful and the

percentage of success among Scheduled Castes was 77 per cent (Figure-9). In the final analysis, the campaign was successful not only in terms of its overall target achievement but was also able to reduce gender, rural-urban and SC/ST and general population disparities in literacy. The achievements of the campaign were reflected in the literacy rates compiled by the District Lieracy Committee for the ages of 7 years and above. The literacy rate of 58.70 per cent went upto 72.16 per cent after the campaign recording an increase of 13.46 per cent. The female literacy rate also registered an impressive growth of 20.01 per cent in the periods before (42.78 per cent) and after (62.79 per cent) the campaign. Whereas, the male literacy rate increased from 74.06 per cent to 81.19 per cent registering a growth of 7.13 per cent (Figure-10).

Figure 10
Literacy Rates of Durg Before and After the Campaign
(7 years and above ages)
(Source: DLC, Durg)



3.3.2. *Post Literacy Phase*

The literacy campaign was over in June 1992 but the post literacy classes could not be started before March 1993. The gap between the ending of the basic literacy phase was on account of a delay in the sanctioning of the post-literacy project by the Government of India. This time the gap proved detrimental to the sustenance of

literacy skills. So extensive was its ill effects, that in many post literacy classes, the learners were made to revise the basic literacy primers before switching on to the post-literacy primer. The objective of post-literacy was twofold. Under the first objective, i.e. mopping-up, the left outs, drop-outs and new non-literates were provided basic literacy inputs. Under this objective a total of 28,913 persons (21,791 women and 7,122 men) were enrolled.

The second part of the post literacy objective was to provide inputs to neo-literates for reinforcement, strengthening and application of acquired literacy skills. Under this objective, a total of 15,983 'Gyan Ghars' or post-literacy centres were established. In addition to post literacy primers, the supplementary teaching-learning based on information and awareness about local issues and problems were also used in post-literacy classes. In post-literacy classes, 0.245 million neo-literates were enrolled, out of which 72.55 per cent were women. Of the enrolled 0.245 million neo-literates, 0.199 million or 81.5 per cent were able to complete the post-literacy primer as per the internal evaluation conducted by the district.

The gap between the completion of basic literacy and starting of post-literacy classes which proved detrimental to the literacy skills of non-literates proved to be a blessing in disguise for the poverty issues confronting the non-literates and the local population. During the campaign, many activities were taking place throughout the district. But after the evaluation of the campaign was over, the scale of these activities touched the rock bottom. There was a situation of vacuum and unease. People started asking questions about the future plans and the campaign managers had no answers except to ask them to wait for the post-literacy phase which was nowhere in sight. When the campaign was launched, its managers had argued that literacy was a precondition for improving the living and working conditions. Therefore, during this gap the neo-literates and those associated with the campaign started demanding as to when and how literacy would improve their living and working conditions.

This situation of vacuum, unease and questioning by the neo-literates and campaign associates, led the managers of the campaign

to consider alternatives to fill this gap. As a result, several poverty and development issues were taken up by them and the people's faith was restored. These poverty and development initiatives were taken up by the campaign managers with the active partnership of neo-literates, field functionaries, district development agencies and the district administration. These initiatives were carried over to the post-literacy and continuing education phases also and were able to make them more meaningful.

3.3.3. *Continuing Education*

The post literacy phase in the district was followed by the phase of continuing education programmes. The formal teaching under the post- literacy phase was over much before the launching of the continuing education programme in 1998. But this time, there was no gap between the completion of post-literacy teaching and starting of the continuing education centres. This was on account of poverty alleviation and development initiatives which were started in 1992 after the basic literacy phase continued during this period and thus filled the gap.

The DLC had preferred an integrated approach. Therefore, they had submitted a composite proposal of establishing continuing education centres and organization of equivalency programmes, quality of life improvement programmes and income-generation programmes. But because of some technical hurdles, the National Literacy Mission could sanction Continuing Education Centres only. A total of 2000 CEEs have been sanctioned.

The DLC has named CECs as 'Jan Vikas Kendras' or People's Development Centres. These centres have been divided into three categories. In small villages with population of less than 500 persons 'Laghu Jan-Vikas Kendras' or 'Mini People's Development Centres' have been established. In villages with population between 1500-2000, 'Jan Vikas Kendras' or People's Development Centres bigger in terms of resources have been established. Among each cluster of Laghu Jan Vikas Kendras and Jan Vikas Kendras (n=10) the Nodal CECs have also been established which have still more resources. Their function is also to monitor the other CECs in their cluster.

The Preraks (Motivators or those in charge of CEC) and space for all CECs have been identified. Preference has been accorded to active VTs for appointment as preraks. Each CEC is being slowly equipped with books and other materials. A significant feature of the programme is that no honorarium is being paid to those in charge of CECs and a nominal fee is being collected for membership of CECs from village people. This fee is kept in a separate account and is planned to be used for sustenance beyond NLH funding. The CECs have also started work on residual illiteracy. However, by the time data for the study was collected, the CECs were not found to be fully operational. However, the plan is to make these centres as truly the centres for people's development in the villages.

4

CRITICAL ASPECTS OF NATIONAL CASE STUDY

4.1. Poverty Alleviation Process and Activities

In most of the cases when the literacy workers came into contact with the learners/neo-literates only then were they able to understand their needs and problems. Based on their needs, the programmes were identified.

When the learners assembled in classes and discussed their problems, listened to each other, this facilitated them to think about improving their economic conditions. They started sharing their needs and economic problems with the literacy workers.

In case of cultivation of soyabean and tomato, before launching the literacy campaign, people were not ready to listen to the agriculture extension workers, but after becoming literate their views changed and they listened to extension workers and understood the new technologies. They also began to take an interest in government schemes. To motivate learners and neo-literates for cultivation of soyabean initially five Blocks of Durg were selected by the District Literacy Committee. The farmers used to cultivate Kodo and Kulki (a cereal) in those areas. These crops are not very productive. During the post-literacy phase a seven day workshop was organized in which literacy workers developed scripts of drama and songs. They included the theme of soyabean cultivation along with literacy, health, etc. The script of Chunnilal 'Sonay ka Dana (Grain of Gold) was selected for performance. It was very interesting and educational. In a ten day workshop 13 literacy workers were trained to stage the show in the field. On 20 December 1993, the cultural group started towards Target villages in jeeps. Some literacy workers accompanied them on bicycles. Every day the group used to stage two shows. The subject experts were also included in the group. After each show there was a question - answer session. The subject experts used to give technical information to the farmers. After their performance,

cultural groups used to stay in that village as guests of the villagers. In 257 villages of different Blocks the cultural groups staged the shows.

In addition to this, ten 'Farmer Motivation Camps' were also organised. In these camps farmers were informed about cultivation of soyabeans, insecticides and other technical details. To popularize soyabean 15,000 posters were distributed. Due to these efforts the farmers got motivated to cultivate soyabean and they placed a demand for 1,500 quintals of soyabean seeds with the Department of Agriculture. The Department was unable to provide the required quantity of seeds. Initially, some problems were faced in the field, e.g. the crop was destroyed by the flood, an adequate number of seeds were not available for farmers. But finally, soyabean cultivation was a hit. During the workshop for the preparation of Post-Literacy Book-1, a lesson the 'Grain of Gold' about soyabean was included in the primer. This lesson became very popular among the neo-literates.

As a first step towards income-generation, female neo-literates started simple work on a small-scale like making of snacks, cutting and tailoring, bangle-making, etc.

Some remote villages where women started business are as follows:

S.N.	Block	Village	Business
1.	Patan	Parawadih	Vegetable work
		Mohda	Sewing work
		Nawagaon	Washing powder
2.	Dondi	Ranhi	Agriculture
		Pedel	Handloom
		Khalari	Kumhari work (Pottery)
3.	Balod	Barhi	Cobbling
			Bidi-making
4.	Dhamda	Konka	Broom/mat-making
		Birjhapur	Broom/mat-making

Contd...

S.N.	Block	Village	Business
5.	Patan	Pairawadih	Candle-making
		Mohda	Sewing work
		Navagaon	Washing powder
6.	Dondi	Goti Tola	Basket
		Piperkhar	Sweet box
		Lota	Broom and Mat-Making
7.	Gunderdehi	Chaurel	Fishing
		Dongitarai	Fishing
8.	Bhilai	Gandhinagar	Sweet box

Slowly the income-generation was related to maternity benefits, improvement of their children's health and education.

Getting a positive response from neo-literates and learners, the literacy workers started working in the direction of income-generation, health and family welfare, agriculture, etc. A survey was done for these activities and the need was assessed. Then leprosy detection campaign, health checkup, immunization campaigns, etc. were also started. Dance and drama workshops were organized and again Kala Jathas were taken out. The songs, dance and skits created an environment to sell these ideas. Through these activities, the neo-literates were attracted and then informed about various things. These campaigns started the mobilization process as in the case of soyabean cultivation and neo-literates got motivated and started getting organized. They formed Mahila Mandals (Women's Groups).

It was observed that the more deprived responded better. The progress made by the neo-literates depended on the socio-cultural aspects. In case of tribals their leaders took a great interest but in case of Scheduled Castes the leadership was not very encouraging. In urban areas, where leadership was missing, it was more difficult to mobilize and motivate neo-literates to take up initiatives.

A Women's Cell was established in the district during the campaign. It gave proper guidance to women and helped the women living below

the poverty line. They were provided guidance on family welfare issues, savings, legal matters, health, income-generation programme, etc. Family counselling was also started by the Cell. Owing to the efforts of the Women's Cell, many women's groups were organized and given directions.

With these efforts, women acquired confidence and started planning for income-generation and improvement in their quality of life. Along with literacy workers, the local wisdom was also involved for planning of various activities. The decisions were taken up by the women on a participatory basis. Meetings were organized at the local level in which women discussed their problems with literacy workers. Local leaders, school teachers and otherwise people of the village also participated in the meeting. Women with the help of these people planned various activities to improve income.

These activities empowered them. As a consequence of these activities, in some villages people started taking bigger decisions on a participatory basis. For example, in Mundira village, they stopped going to court for civil disputes and legal purposes, started making compromises in most of the cases to save money and other resources.

Owing to literacy, now everyone knows that there is a provision of minimum wages and women should also get equal wages. Now neo-literates, including female neo-literates, have started demanding equal wages.

The district administration and development departments like the Departments of Agriculture, Health, Family Welfare, Revenue, Rural Development, Fisheries, etc. were also approached by literacy co-ordinators, who informed them about the progress in the field. The district administration requested these departments to 'adopt' the village and give them full support along with literacy awareness and functionality. The district administration also instilled a competitive spirit among these agencies, which had a salutary impact and tremendous progress was made in the areas of health, sanitation, family welfare and income-generation.

Community Health Library and Information Centre
CPHE - SOCHARA
Koramangala
Bangalore - 34
EDU-100
16085

This attracted the attention of the media and they started visiting the villages. Their visits and literacy, exposed the outside world to the neo-literates and narrowed the distance between cities and villages, officials and common people. The women's groups were free to meet the district magistrate and discuss their problems with him and with his staff.

Previously, on facing the economic problems, the villagers used to go to money lenders who used to charge heavy interest rates. This affected the women most. But after becoming literate, aware and organized, they started their own bank — Didi Bank. The district literacy committee helped them to start these banks. Small groups of neo-literate women were formed who deposited money on a monthly basis. This saving habit changed their lives. They collected money but were not sure how to use the money. The National Bank for Agriculture and Rural Development (NABARD) helped to link these groups to banks and for training of some of the groups.

With the participatory approach, these banks decided many innovative and challenging activities. The group started making soaps, washing powder, contract of 'Hat Bazar' (cluster market), joint cultivation and cultivation of new varieties of crops. They even lent money even to males to start business and trade.

Now the Rural Development Department also joined them and the neo-literates started getting the benefits of the various schemes like Development of Women and Children in Rural Areas (DWCRA), Mahila Samridhi Yojana (Women's Prosperity Scheme), Gramya Yojna, etc. NABARD started giving loans to them.

Inspired by the women's prosperity, the males also started forming 'Bhaiya Banks' (Brothers' Banks). These activities have eliminated most of the money lenders. Significant achievements have been made in different aspects of poverty. Details of these have been discussed in the following paragraphs.

4.1.1. *Education*

One of the major impacts of the adult education programme is that it encourages children's education. Neo-literate mothers want

their children to become literate. They take an interest in their children's education and usually their children do not drop out of schools. They personally monitor the progress of their children.

4.1.1.1. *Attitude Towards the Education of Children:* It has been experienced that educated parents with high literacy show a more positive attitude towards the education of their children, particularly that of girls. In Durg it has been observed that both males and females have become aware of the education of their children. In the villages, the women have formed groups to monitor that all the school-going-age children go to school. They personally move from door-to-door to ensure that all the children go to school. Simultaneously they interact with the teachers and supervise their work on a regular basis.

4.1.1.2. *Increased School Enrolment:* The adult education programme has contributed in a significant way to better enrolment of children in the schools. The Study shows that the literacy volunteers started the 'Let Us Go To School' campaign in the whole district on 20 August 1996. Out of 24, 193 out-of-school children 11,639 were admitted in the schools. Now, there are 1400 villages where 100 per cent school going age children go to school. One hundred per cent girls between 6-14 years of age are also enrolled in the schools in these villages.

4.1.1.3. *Awareness About the Importance of Education:* With literacy people are becoming increasingly aware about education and its importance. They have started demanding institutions for higher studies in villages. In Dev Pandu village people forced the administration to open a school in their village, although the number of children in their village is only 18. Similarly in villages where there are primary schools, women are demanding middle and high schools to be opened. The district administration was forced to open 137 schools under the Education Guarantee Scheme of the Madhya Pradesh State Government.

4.1.2. *Health Care Programmes and General Health Awareness*

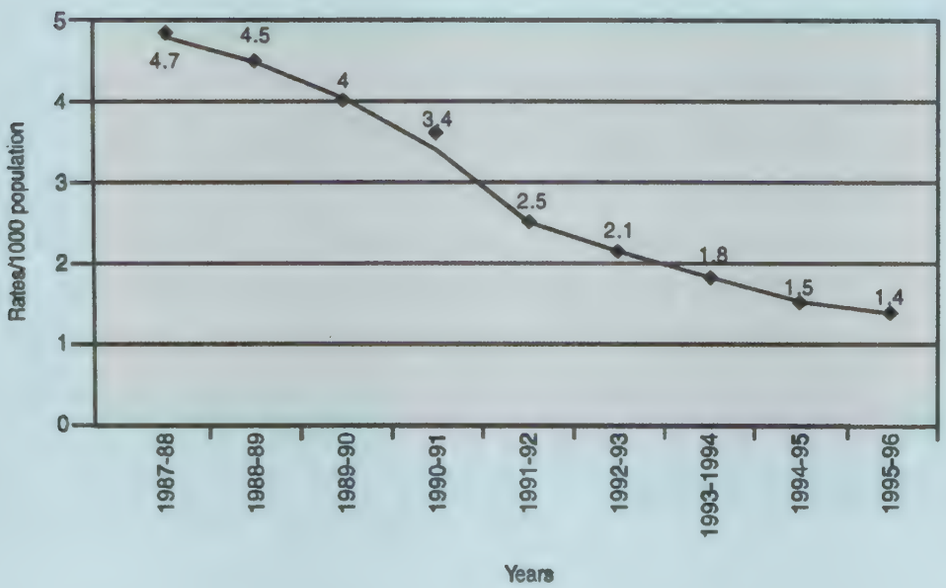
High population growth, high infant mortality rate, high maternal mortality rate are some of the common characteristics related to the health of the poor in the state. Poor sanitary disposal and lack of health and hygiene awareness are associated with the high incidence of diarrhoea and disease, water-borne diseases such as typhoid, cholera and jaundice are still endemic problems in MP.

The effect of the literacy programme on health is most significant in Durg. Adult education has spread knowledge about health care and nutrition, thereby enabling mothers to keep their families in better health and to take better care of their children. Enchanced functional literacy level has brought about an attitudinal change towards traditional ideas about health and hygiene. Various health care programmes have been implemented successfuly with the help of literacy workers. The head and members of local self-government played an important role in survey and organization of health camps and workshops. Life Line Express (special fully equipped mobile health clinic on train) provided support by conducting operations.

Special health activities have been organized through community participation. Literacy volunteers with the help of the community made a great impact in the National Leprosy Eradication Programme Activities, particularly in the field of detection of new cases leading to the reduction in leprosy prevalence rates (Figure-11). Many experiments involving community and their resources have been made through community supported health care camps, awareness camps, rallies and cultural programmes which have removed fear and stigma attached to the disease.

Special drives have been started to protect expecting mothers and children in the 0-1 year age. In addition to this, preventive efforts in diarrhoea, mass immunization campaign, family welfare activities, oral rehydration therapy, skin disease survey, detection of disability in children, pulse polio drive and health education in schools are some of the examples.

Figure-11
Leprosy Prevalence Rates in Durg
1987-88 to 1995-96



It has been observed that because of these efforts not only neo-literates but the entire community has become aware of their health and nutrition. There is 100 per cent child immunization in many villages and they are more aware of their health. There is awareness about the right age of marriage for boys and girls.

4.1.2.1. *Use of Safe Drinking Water:* Women have become aware of the importance of safe drinking water. In many villages, neo-literate women have started looking after the cleanliness near hand pumps, ponds and wells.

4.1.2.2. *Family Planning Practices:* Women have become conscious of their reproductive health and have started using family planning methods. The most common method being used is Tubectomy (permanent method).

4.1.3. *Co-operatives for Self-Reliance*

Most of the women who joined literacy classes wanted to improve their economic status. The literacy workers discussed various methods to improve their income like starting some cottage industry and self-employment units. But they also realized that it was difficult to take up projects on an individual basis. Therefore, after several meetings

and discussions they decided to form groups. The literacy workers helped them in the formation of co-operatives.

Many women's co-operatives have been organized in Durg district. Through these co-operative societies, a process of economic empowerment has been initiated. These co-operatives are registered under the Societies Registration Act. Thirteen such societies were formed and these are engaged in spice-packing, cardboard box-making, washing powder-making, garment-making and fisheries. They have been provided loans by the banks. In these societies, 308 women are members and all of them are neo-literates. Out of 13 societies, 10 are very specific in nature in which 280 women are the members. They are related to business like dairy, brick-making, fisheries, mining, spice-grinding and packing. Most of the societies are dominated by women of socially and economically backward classes.

In the village Gotitola, Panchayat Piperkhar, the tribal neo-literate women's organization formed a co-operative society. Piperkhar village Panchayat is situated 105 kms away from district headquarters, i.e. Durg city. It is also 27 kms away from the block headquarters and lies in the midst of a deep forest. One has to cross three streams to reach the village. During the rainy season it gets completely cut off from neighbouring villages. Eighty per cent of the population is tribal and very poor. The New Literate Tribal Women's Co-operative Society is the only one of its kind in the whole state as well as the entire Hindi-speaking area.

Due to co-operative group mobilization, this remote and isolated village got considerable media attention. It is a landmark in the field of co-operative societies. It has adopted a new role other than the traditional one. That makes it a remarkable one.

Now the members are identified as progressive women among their tribal community. They are envied by some, while others are interested in joining the group. All children of members get education at local and Block schools. Simultaneously, their social status is elevated at home as well as in society.

The foundation was started by an informal organization of tribal women of Piperkhar in the form of Ramayana Mandali (Religious

Discourse Group). The literacy programme provided sustenance to the group and slowly the group became stronger and more powerful and formed a co-operative. The Village Panchayat allotted seven ponds (6.51 hectare water area) to them on lease. They were given financial assistance of Rs. 3,261.00 including the cost of fishing nets. They were covered by insurance against accidents by the State Fisheries Department and hi-tech training by the Rural Development Department. The Society holds a joint account in the District Co-operative Central Bank (Sahkari Kendriya Bank)

The leader of the group, Sukti Bai is a neo-literate. She says, "I wanted to go a lot for my village, especially women, but my illiteracy was a serious impediment. And now, after overcoming that handicap, I find it easier to discharge my responsibilities." Similar changes have been observed in other women as well.

4.1.4. *Improvement of Schools*

Due to the literacy campaign, people have become aware about the importance of literacy. They have realized that schools are the source of empowerment. Realizing the need and importance of schools they wanted to improve its situaiton. With the support of district administration, people started Shala Samvardhan Abhiyan (Schoool Improvement Campaign) in August 1999. There are 2,734 primary and middle schools in Durg. Out of these 2,560 have been whitewashed. The roofs of 1,031 schools have been repaired. In 607 girls' schools, toilet facilities for girls have been provided. Drinking water arrangements have been made in 1,472 schools.

Durg is the first district in the country to start such a campaign. Each family of the district has donated at least one rupee for this purpose. Villagers donated Rs. 7,27,471.00 for the cause. In addition to this they donated in kind and labour also. This is a glaring example of how a literacy campaign and adult education have brought about changes in the values and attitudes of people.

4.1.5. *Involvement of People's Representatives*

The involvement of people's representatives in the Durg TLC is an important factor in the success of the Durg TLC. The TLC has

redefined the role of public representatives. When the Durg TLC was launched, the Panchayati Raj System (Local Self-Government) was in abeyance. Later when the Panchayati Raj elections were held after the 73rd Constitutional Amendment, many of the TLC activists became the elected leaders in the local self-government. The 73rd Constitutional Amendment compelled the women to contest elections. Many neo-literate women, who became empowered after becoming literate contested the elections and almost all of them were elected. Thus, the present Local Self-Government representatives are highly motivated and involved with the educational programmes. In fact, Durg is the only district in the state and country to have a Standing Committee on literacy at all levels of Panchayati Raj Government. These representatives play an extremely important role in the success of Durg's development.

4.1.6. *Women's Empowerment*

One of the great strengths of the adult education programme in India has been the involvement of women. As much as 62 per cent of participants are female. In Durg too the situation is similar. Women have acquired self-confidence to come out of their houses and join adult education programmes. It has given them internal strength and confidence to face life, the right to determine their choice in life and ability to influence the society.

These programmes have provided them an opportunity for reading, writing, increasing awareness level and skill training. The literacy campaign has promoted gender equity and has empowered them for decision-making about themselves, their families and their communities. It is evident that literacy has equipped them with power.

4.1.6.1. *Decision-Making:* Literacy has given status and confidence to women. Home managment-related decisions are entirely in the hands of women. Child related decisions have shown remarkable changes, as during the study, 60 per cent of the women preferred the marriage of girls after 18 years of age only. Selection of matches for sons/daughters is still in the hands of elders and men. Development of leadership qualities could be observed among neo-literate women. They have become vocal, confident and more sure of themselves.

They manage money matters in case of co-operatives, Didi Bank and rural development-related programmes. However, neo-literate women have to improve their literacy skills to efficiently manage the Didi Bank-related work.

4.1.6.2. *Educational Equality:* As a result of the literacy campaign and adult education programmes, enrolment of girls has increased in schools and more significantly sustained during the last decade. Literacy rates among women has also increased from 42.78 per cent to 62.79 per cent.

4.1.6.3. *Women as Entrepreneurs:* Participation of women in adult education has provided several opportunities for neo-literate women to step out of the house and involve themselves in some enterprise or in new and innovative vocations. A women's group in village 'Chhata' of 'Patan' block has taken contract of the weekly market. In another village, a women's group has started catering and renting of 'shamianas' (tents) for marriage parties. They have purchased all the articles for the purpose. In yet another village, women have started nursery and group farming. Their active involvement in agriculture operations is exemplar. These women have also set up Didi Banks (Sister Banks) which are inculcating and promoting the habit of thrift and savings.

4.1.6.4. *Attitudes and Values:* The participants of adult education programme have developed self-esteem and have started working collectively, co-operatively. They have become aware of their rights and have started demanding them. Village Dev Pandu is a small village situated in the hills. There was no approach road or proper drinking water facilities in the village. The village women after becoming literate forced the administration to build a road and school in the village and install a hand pump. It was a 'karishma' (miracle) of their joint effort that the district administration was forced to construct a 9 km-long road in the hills for them, build a school and appoint a teacher for just 18 children.

4.1.6.5. *Organization of Poor Neo-Literate Women:* It was felt during the literacy campaigns that developing knowledge, attitude and skill alone are not enough. Therefore, the literacy committee took action to organize neo-literate women through the Women's Cell.

During the literacy campaign, 48 women's groups consisting of 523 neo-literate women as members were formed to promote women's organizations. Out of 45 mandals, 28 were registered during the period.

Formation of groups was a great strength for the women. Each member of the group had some potential which was utilized for different purposes during income-generation activities, e.g. purchase of raw materials, production and marketing. Later on, with time and success of these groups, illiterate and literate women also joined these groups.

4.1.6.6. *Self-Help Groups:* Neo-literate women formed 324 Self-Help Groups during the literacy campaign in which 4,839 women are members. They collected money and started business. They managed business on their own by observing the rules framed by the concerned group. These groups were formed in remote areas and have created a new vision amongst the women for self-reliance.

Now these groups have begun their own Didi Banks.

4.1.6.7. *Didi Banks (Sisters' Banks):* Because of the awareness generated through various activities, the neo-literate women came forward to organize themselves in small groups for saving purposes. Initially they started saving Rs. 1 to 2 daily. When they collected enough money, they thought of forming a group and using the money to start a business.

Initially, they saved the money because they did not wish to get a loan from village moneylenders and later on used the collected money to improve their economic status. They have opened bank accounts in the name of 'Didi Bank'. Didi Bank has taken a form of movement in Durg. Following their example, males have also formed 'Bhaiya Banks' (Brothers' Banks). So far, 2,963 female and 150 male groups have been formed.

These banks have collected a sum of rupees twenty million plus. The group leaders from each group are trained in skills related to effective management and resource generation. These gropus take loans from banks and it has been observed that there are no defaulters.

Some groups have taken loans up to Rs. 40,000, which banks have willingly given them. Banks have complete faith in them and consider them as creditworthy. Whenever a new Manager joins the local bank, he/she is introduced to these groups just like other rich capitalists.

According to the Assistant General Manager of NABARD, this has been possible because they have joined the literacy movement and are literate. The chances or possibilities of exploitation are reduced if people are literate.

4.1.7. *Economic Status*

Most of the adults who join literacy classes are poor. They are small landless farmers living in rural areas. They are tribal people earning their living as self-employed workers in the unorganized sectors. Many of them work as seasonal workers. Illiteracy is both the cause and consequence of poverty.

It has been observed in Durg that the adult education programme has gone beyond the transaction of mere literacy skills, it has enhanced productivity as well as powers of reasoning, learning and adapting to development requirements. This has visible repercussions on economic activity and powerty. Literacy has brought in a sense of strength and self-confidence in neo-literates. What was started as a mere alphabet familiarity programme for villagers a few years ago has now turned into a major driving force for all-out development of the villagers, particularly women. After completing the basic literacy phase, many programmes were started with the aim to improve the economic status of the neo-literates.

4.1.8. *Women's Cell*

A separate Women's Cell in the district administraive structure was established during the literacy campaign. It gives proper guidance and helps women living below the poverty line. About 65 DWCRA groups, 23 saving credit societies, a number of rural planning and women's committees have been formed with the efforts of the Cell.

The Family Counselling Centre is the latest addition to welfare programmes initiated by the Women's Cell. The centre tries to prevent

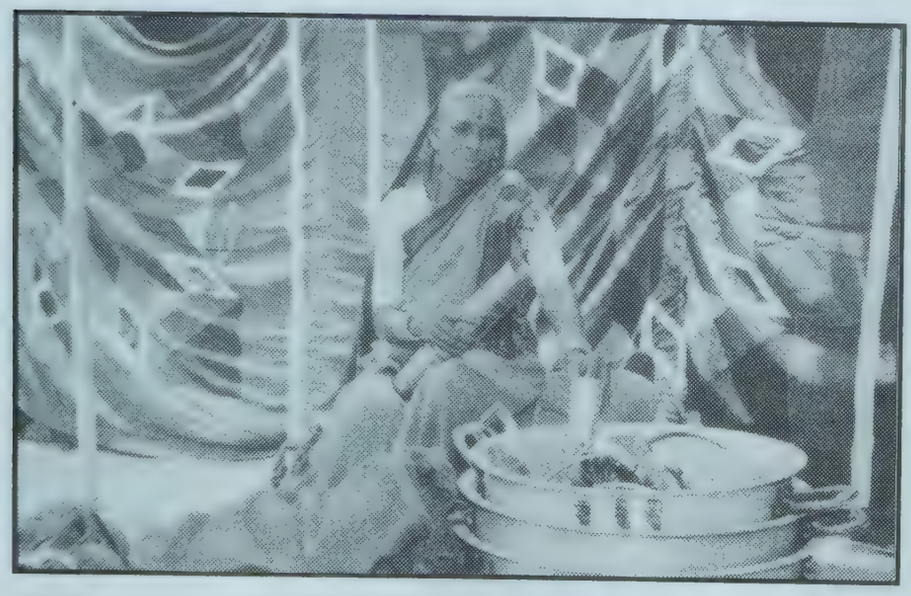
VISUAL GLIMPSES OF SUCCESS

Women of Devpandu village sharing their experiences of constructing village roads

Empowered to own brick kiln

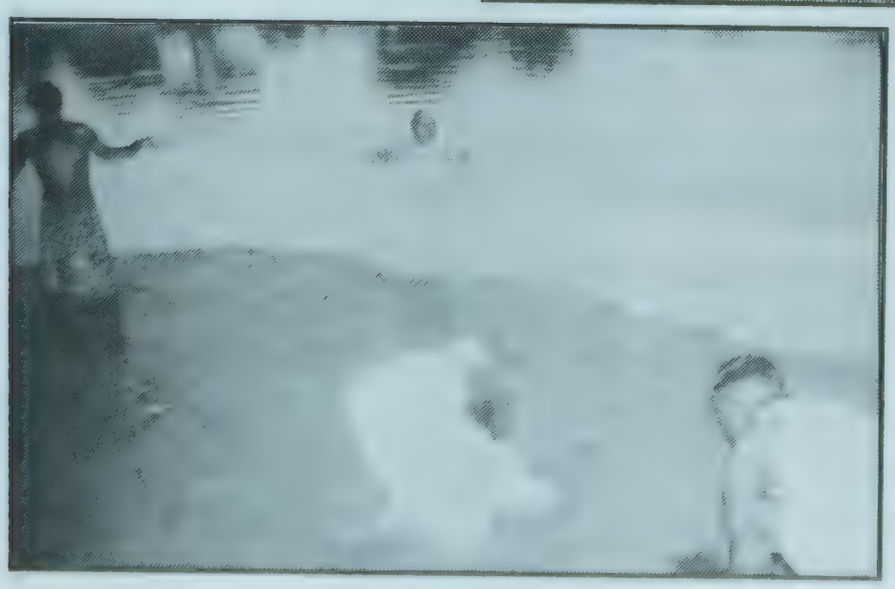
Members of "Didi Bank" (Sisters' Bank) narrating their experiences

Women's Co-operative Farming



Proud owner of catering business

Self-help group maximizing income from forest produce



Fish farming for income-generation

the break up of families, besides offering support to women in distress.

4.1.9. *Skill-Building*

To improve the economic status, it is very important to learn new knowledge and skills. During post-literacy and the continuing education programme, training is imparted in making washing powder, agarbatti (essence sticks), spice-grinding and packing, sweet box, chalk and soap-making, besides guiding them in other activities like fish farming, poultry farming and dairy farming.

Farmers have acquired the skills to use new farm practices. They are supplied with higher variety of seeds and fertilizers at cheap rates. Many of them have started growing new varieties of tomato and soyabean, which has given dividends.

4.1.10. *Income-Generation*

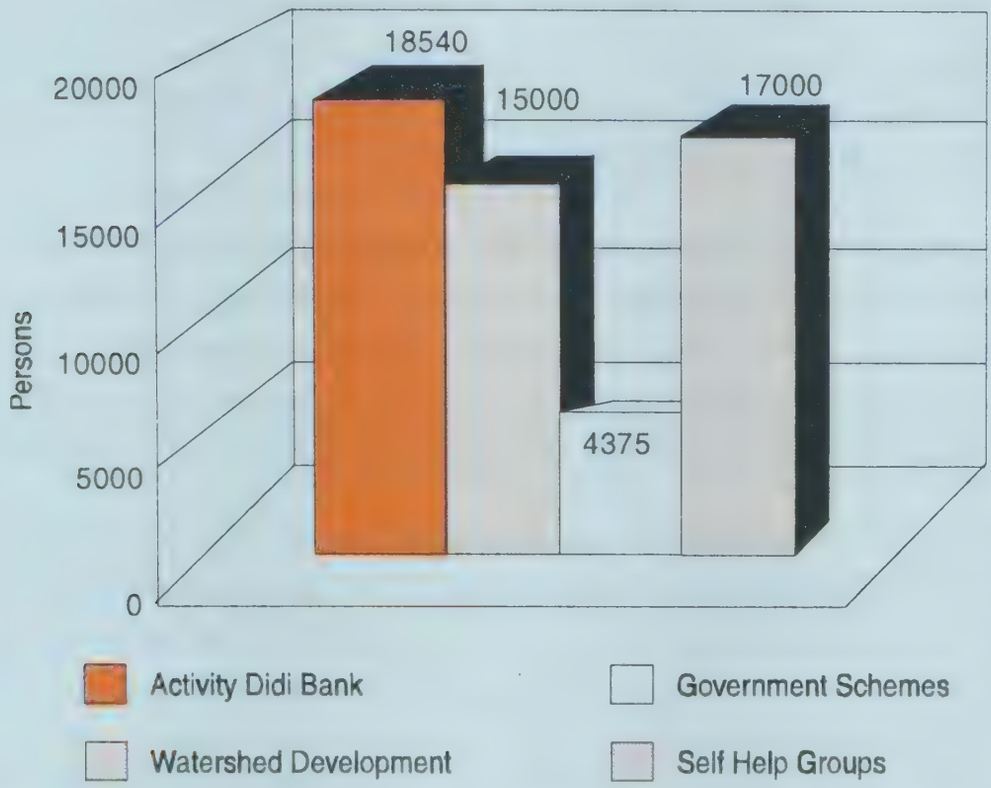
A wide range of strategies to improve the economic status of neo-literates have been adopted during the literacy and post-literacy campaign. They were provided with income-generating opportunities and were informed about modern and appropriate technology in agriculture, fisheries and such other traditional jobs. Along with information, facilities like seed, manure and fish equipment were also provided to them. Networking was done with development departments to converge the resources. Their vocational skills were improved and they had increased access to institutional credit. With these efforts, learners/neo-literates have started many enterprises. Most of the women's groups have started new enterprises such as tea-shops, mining, clay work, fish farming, cultivation of soyabean and new varieties of tomato, soap and agarbatti-making, catering and shamyana shops, nurseries, etc. (for statistics see Figure-12).

4.1.11. *Linkages with Government Schemes*

4.1.11.1. *Gramya Yojna :* Neo-literate women living below the poverty line were motivated by literacy workers to start their own business under the Gramya Scheme under which women were given a loan @ Rs. 500 per woman for the purpose. More than 100 women have been benefited by this scheme.

Figure-12

No. of Persons Engaged in Group Economic Activities



4.1.11.2. *Mahila Samriddhi Yojna (Women's Prosperity Scheme):* A scheme called 'Prime Minister's Mahila Samriddhi Yojna' (Prime Minister's Women's Prosperity Scheme) was launched in 1993 by the government to inculcate the habit of savings among women. Under the scheme, one can deposit Rs. 300 in the bank and in return will get Rs. 375 after one year. The Women's Cell of ZSS took the initiative for this Scheme. Awareness through Kala Jathas was created for the Scheme. About 8,849 accounts were opened in different areas by neo-literate women during the literacy campaign. Now these women have formed self-help groups and are working as independent groups.

4.1.11.3. *DWCRA Scheme:* To improve the economic status of women, DWCRA groups have been formed. It is a Government Scheme for Development of Women and Children in Rural Areas. Under the scheme, a group of 10 to 15 women living below the poverty line become eligible to get upto Rs. 15,000 to form a revolving fund. A total of 99 such groups were formed and they were successful in raising their collection to Rs. 2.35 million. About 1,560 women are the members of these groups.

4.1.12. *Social and Personal Development*

In this area as well the literacy campaign has contributed significantly. Literacy and post literacy classes have provided the women with a forum to learn and articulate their hopes and aspirations. Learners and neo-literates have found their voice which they are using to articulate their grievances and needs.

Literacy has played a multifaceted role. It acted as a tool for social change and development. Through literacy, individuals and communities have been empowered. Their outlooks have been transformed, self-esteem levels are raised, awareness of various issues has broadened and feelings of isolation have been removed.

Success of the Durg literacy programme has clearly demonstrated that community involvement and support are most important to the adult education programme. The literacy programme has provided an opportunity to the community to plan, implement and evaluate their own programmes so that they become self-reliant. Most of the programmes are planned and implemented by the people. Through trial and error they are learning to choose the right directions for their lives.

District administration and communities are working together. people are making and deciding plans for their own village. There are many examples. For instance, in Dev Pandu village, women built a road so that officials of the district administration could visit their village; in Saja development block, the literacy volunteers surveyed all the villages of the whole block to detect leprosy patients, improved 2,734 schools without seeking help from the district administration.

4.1.13. *Environment Conservation*

A campaign 'Hareli Jagar' was started by literacy activists to create awareness about environment conservation. Neo-literates and community people got so motivated that one fourth of a million people planted nearly 0.617 three million plants and participated in various activities for awareness-creation.

In villages, school students, youth groups, members of Didi Bank (Sister Bank) and people's representatives participated in the tree

plantation campaigns. At the time of plantation they promised to look after the trees, which they kept.

4.2. Elements of Innovation

As mentioned elsewhere in this report, Durg was among the first few districts of north India where the campaign approach was adopted and the approach itself was in the formative stage. This formative stage provided enough flexibility for 'innovations' suited to the local conditions and requirements of the campaign in Durg. Some of these innovations' have been described below:.

1. **'Shapath Grahn' (Oath-Taking):** Ceremonies for oath-taking were organized in which the learners, volunteer teachers and functionaries took an oath in the name of 'Ganga Jal' (sacred river water) and Hanuman (Deity) to commit themselves to the campaign. This act of oath-taking helped in strengthening their resolve to remain involved in the campaign.

2. **Fine for Absence:** In some villages a system of imposing a nominal fine for being absent from the class was devised with the consensus of all the people. This helped in regularity of attendance of learners and the volunteers. The money raised from the fine was used to buy kerosene oil for the petromax lamp used in literacy classes. In urban areas this responsibility was shouldered by the local night watchmen.

3. **Elders' Committees:** In some villages 'Elders' Committees' were formed to escort women to and from the literacy classes held at night. This initiative ensured women's participation in literacy classes.

4. **'Saaksharta Sthambh' (Literacy Pillars):** In many villages, the 'Saaksharta Sthambha' (Literacy Pillars) were erected. These pillars constantly reminded the villagers about their commitment to the cause of literacy.

5. **Literate Village Public Functions:** The public functions were organized on the village becoming literate. These village functions promoted the sense of achievement and recognition and served as motivation for the other villages.

6. **'Kala Jathas' (Cultural Troupes):** 'Kala Jathas' (cultural troupes) were organized for environment-building. In these troupes the local art forms and oral traditons were used to spread messages of literacy and development. These troupes proved to be very effective in communicating the messages and mobilizing the people. The added advantages of being cost-effective (harnessed local talent on a voluntary basis) and helping in resurgence of local culture and traditions.

7. **Involvement of Development Department:** Given the geographic expanse of the district and large number of non-literates different development departments were entrusted with the responsibility of co-ordinating and monitoring the literacy programmes of one of the blocks exclusively. This sharing of responsibility helped in the flow of inputs in the block (other than literacy) which were within the control of the concerned department. This mutually beneficial association also helped in sensitization of development officials towards the needs of the people.

8. **General Health and Leprosy Issues:** These were associated with the campaign right from its early stages. This inclusion of the non-literacy issues was found to be of immediate relevance by the people. These helped in gaining their confidence in the campaign.

4.3. Success Indicators

No programme can be called successful unless it is felt so by the people for whom it was meant and by those who were involved in it. During the data collection for this case study, a cross-section of neo-literates, volunteer teachers, campaign functionaries and managers, community leaders and village people in general were interviewed to reflect on this aspect of the Durg campaign. These people have described the Durg campaign as a success for the following reasons:

1. People have become more aware, especially in areas like-
   - the importance of children's education
   - immunization

- family planning
- health
- women's empowerment
- conservation of forests

2. The acceptors of family planning methods have increased.
3. Women's participation in development and economic activities has increased.
4. Labourers have became aware of their rights and wages. For example, landlords and agriculturists with large landholdings initially opposed the literacy because they feared that it would increase the demand for better wages. Now they have stopped farming because they can no longer exploit the labourers. Many labourers have now begun grow their own crops by taking land on licence. Labourers now themselves organize and celebrate the Labour Day.
5. 'Van Suraksha Samitis' (Forest Protection Committees) have come up in many villages to protect the forest. This has been possible because of the awareness imparted during the campaign.
6. Women now have a better understanding of trade and market practices and are benefited by this newly acquired awareness.
7. In some villages, people have voluntarily given up brewing the liquor.
8. Opposition by educated people to the development of literate and non-literate people has been reduced.
9. Local administration and the government officials have become supportive and positive for the development of people.
10. A strong village-based cadre has been developed in the form of 'Akshar Sainiks' (literacy volunteers), members of Didi Banks (women's banks groups), Sanyojaks (those in charge of continuing education centres), non-literates, members of the village education committees, etc. This cadre helps in executing and implementing development programmes.
11. Eagerness to learn more has developed among the people. People now demand more infomation.

12. Gap between the government officials and people has been reduced.
13. Through literacy, the issues of health, education and socio-economic development have been attended.
14. Village people have got the exposure to the outside world.
15. People have learned to do small things by organizing themselves.
16. Women are now mobilized against social evils affecting their lives.
17. The rural-urban divide has been reduced.
18. Developmental planning from the bottom has started.
19. People's beliefs in myths and misconceptions have been reduced.
20. Political awareness has increased.
21. In contrast, the neo-literates and literacy activists elected as 'Panchs'/ 'Sarpanchs' (village heads) emphasize more on social sectors instead of physical development.
22. People have adopted improved agricultural practices.
23. Dependence an local money-lenders has been reduced and loans from Didi Banks (women's saving groups) at reasonable interest rates without any collaterals are available at the doorstep.
24. People have organized themselves around economic activities and now have better incomes.
25. Importance of collective savings and their utilization have been realized by the people.

4.4. Factors Affecting the Level of Achievement

4.4.1. *Positive Factors*

1. **Literacy was a Precondition for Improvement in Living and Working Conditions:** In ordinary situations, the non-literate see little relevance of literacy in their day-to-day life. In Durg also

initially the non-literates were reluctant to join literacy but willing to receive other inputs which could visibly improve their working and living conditions. It was explained to them that for improvement of quality of life, literacy is required. In this perspective, people understood the relevance of literacy. This understanding contributed to the sustenance of their interest and efforts in the classes.

2. **Environment-Building:** One of the key factors in generating momentum in the campaign and its success were the environment-building programmes. Various methods of environment-building were used including cultural troupes, wall writings, public meetings, street corner plays, marches, rallies, etc. These programmes were able to sustain the motivation of learners and volunteers. This sustained motivation contributed positively to the achievement of the learners.

3. **Leadership:** A strong Executive of the District Literacy Campaign Committee under the Chairmanship of the District Magistrate provided the leadership to the campaign. This committee remained vigilant and sensitive to the developments in the campaign. It took prompt decisions and actions to handle the situations as and when they arose. This active, vigilant and sensitive leadership provided continuity and direction to the campaign consequently helping the high achievement of targets of campaign.

4. **Government and Non-Government Partnership:** Given the vast geographic expanse and large targets, the government and non-government partnership was a necessity. But this coming together of two sectors proved to be beneficial for the campaign. This joint presence gave confidence to the people that officials of government and non-government sectors are serious about literacy and development. This partnership also lead to the automatic flow of benefits of government's development schemes to the people. This helped in whole-hearted efforts by the people for the success of the campaign.

5. **Monitoring System:** Invariably the monitoring system becomes a mere reporting system which hardly serves any purpose for taking management decisions for improvement of the programmes. But in case of Durg, the monitoring system was adopted in its true spirit. Monthly meetings at all levels were

organized for sharing the progress and problems. On the spot decisions were take at these meetings to deal with different situations. This system helped everyone associated with the campaign to remain conscious, deal with the problems and work towards the achievement of the the campaign's goals.

6. **Promotion of Voluntarism and Self-Initiative:** Throughout the campaign voluntarism and self-initiative was stressed and promoted. People were told that unless they take self-initiative in a collaborative and collective spirit, their situation would not improve. The government people and other officials can only guide and cannot substitute their efforts. This helped in realization of their self-worth and their efforts. As a result, they took the initiative and also became accountable for the success of the programme within their domain.

7. **Linking Development with Literacy:** The campaign was able to establish linkages between developmental programmes and literacy. Issues like health, disability, leprosy were simultaneously taken up with literacy. Taking up of non-literacy issues provided relevance and meaning to the literacy and efforts made by the people and consequently maintained the people's motivation.

4.4.2. *Negative Factors*

1. **Transfer of the District Magistrate:** At a critical point in the early stages of the campaign the District Magistrate and the Chairperson of the District Literacy Committee who provided the dynamic leadership was transferred from Durg. His transfer gave signals to the people that the district administration would no more back the campaign. Their confidence in the campaign was shaken. As a result, the tempo of the campaign received a setback. Emergency measures were taken to regain the people's confidence. It was explained to them that the campaign was not dependent on a single person. Transfer is an official procedure and does not affect the programmes, especially the literacy campaign which is based on the masses.

2. **Mismatch Between Language of Primer and the Local Dialect:** The primers used in the campaign for imparting literacy

were in the Hindi language which was different from the local dialect 'Chhattisgarhi'. This posed problems for learners as well as volunteeer teachers. It took a great deal of efforts on the part of learners and their teachers to adjust to the primers. Therefore, the initial teaching-learning progressed at a slow pace.

3. **Time Lag Between Basic and Post Literacy Phases:** There was a time lag between the completion of the basic literacy campaign and the launching of the post-literacy programmes. This time lag was beyond the control of the campaign committee as the Government of India took its own time to sanction the post-literacy project. Irrespective of the reasons, the time lag proved detrimental to the acquired literacy skills of neo-literates. When post-literacy classes were started, a widespread loss of literacy skills was experienced. Consequently with many learners, the basic literacy primers had to be revised before putting them on to post-literacy primers.

4.5. Constraints and Difficulties

Despite all the successes and achievements, the organization of the literacy campaign in Durg was not free from problems. The Durg literacy campaign was one of the first few campaigns to be organized in north India. Therefore, in a way it was considered as 'learning by doing'. Some of the main constraints or problems experienced have been described below:

1. At one point of time, the District Collector who was very actively associated with the campaign was transferred from the district. This gave wrong signals to the people and shook their confidence in the sustainabiity of the campaign (as it happens in other government programmes). This also coincided with the incidents of the assassination of Rajiv Gandhi, former Prime Minister of India and the season of marriages in rural areas. As a result, the enrolment of learners dropped from 1,50,000 to 25,000.

   Therefore, Kala Jathas were reactivated and people were told that the problems of the district were the central issues of this campaign and transfer of the District Collector was not an issue. Will we not learn and attend these problems without the District Collector? This explanation was able to restore the confidence of people in

the sustainability of the literacy campaign without the District Collector.

2. When the campaign in Durg was launched, the State Resource Centre was not fully equipped to design and organize the training for this new 'campaign' approach. The shortcomings of the training were identified in a subsequent "Chintan Shivir" (Camp for Thinking) and were made up in the next slots of training and contact meetings.

3. As the campaign was volunteeer-based and required support of one and all, there was no process of screening of volunteeers. As a result, some 'corrupt' people infiltrated the campaign. Their activities gave the campaign a bad name. On detection, such people were ousted from the campaign and in the final analysis, these unfortunate incidences helped in giving the positive image to the campaign.

4. But, in Durg district, the primers were prepared in the 'Hindi' language by SRC Indore. The local dialect of learners being 'Chhattisgarhi', they found the Hindi language primers difficult to follow. However, the campaign managers insisted on teaching with these primers only. The reason being that most of the literature available in the state in normal life was in Hindi. However, the problem of language 'mismatch' was overcome by giving special emphasis on teaching with Hindi language primers during volunteer teachers' training.

5. The 'campaign' approach was new, practically for everyone associated with it. There was no precedent of a similar level of voluntary activity in the district in the past. Therefore, sustaining the interest and participation of people in it was a challenging job. This problem was solved by remaining vigilant to the situations, discussing problems, dealing with them as and when they cropped up and consolidation of these experiences and learning from them.

6. There was no readily available voluntary netweork in the district except for a few youth clubs for the campaign. Therefore, it was a challenge to create, develop and sustain a voluntary network for the campaign in the district. the voluntary network was created in the form of committees at different levels. The local

problems and issues taken up by the campaign provided the subject matter to tthese committees for their operation and existence. Constant stimulus through Kala Jathas, meeetings, contacts and due recognition were able to develop and sustain these committees as the local voluntary network.

7. Like some other districts, people in Durg also had little faith in government programmes. Initially, they viewed the literacy campaign also as a government programme. But later the demonstrated partnership between officials and non-government people was able to gain their confidence and belief in the campaign. The participation of non-government people including the ordinary village people, in decision-making, further revived the confidence of people in the campaign. This was best expressed by a neo-literate, who observed:

   "Earlier they used to talk (government officials) and we used to listen. But during the campaign, we talked and they (government officials) listened. This proved that this time they are serious to do something for us."

8. In general, the first defence raised by adult non-literates when asked to become literate is, "What will I do by becoming literate at this late stage of life?" The attitude of non-literates in Durg on the first contact was similar. But through Kala Jathas and other methods they were told that if they want to change their existing living and working conditions, then literacy is a must. The subsequent linking of literacy with information dissemination, awareness generation and development initiatives proved the point and made the people supportive of literacy programmes.

9. Years of living in poverty and ignorance makes people complacent about their situation. Thus, they opt to maintain the 'status quo' unless sustained and sincere efforts are made to bring them out of this situation. This was also true when the campaign was launched in Durg. The sustained and sincere efforts of the campaign functionaries and continuous stimulus by them that you (people) can change the situation and we (functionaries) will support you, was able to bring the people out of their 'status quo' world.

10. The gap between the completion of the literacy campaign and the sanctioning of the post-literacy campaign was a major problem

confronted. This gap adversely affected the retention of literacy skills acquired by the learners during the literacy campaign. So great was the adverse effect that when post-literacy classes were started after the gap, in many classes the basic literacy primer had to be revised before starting the PL primer.

But this gap between the campaign and post-literacy phase proved to be a blessing in disguise. The learners and volunteer teachers become restless during this period of void. They doubted the sincerity of the campaign managers. This also compelled the campaign managers to think about filling the void. This situation of void and unease lead to the planning and execution of the poverty and development initiatives. These initiatives were extended and expanded over to the post-literacy phase as described separately in this case study.

11. The problem which remains unresolved during the campaign was the lack of curriculum to suit different paces of learning. This was partly dealt with during the post-literacy phase.

12. There were other normal problems of drop-outs during the literacy campaign as well as post-literacy phases.

5

FUTURE NEEDS AND RECOMMENDATIONS

Despite significant achievements in literacy and poverty alleviation, there were a few areas having inadequacies and requiring further improvements. These included the following:

5.1. Literacy-Related

1. There were extremely limited opportunities in day-to-day life to use and thereby sustain the acquired literacy skills. The intervention to sustain literacy skills in the form of a library (part of the continuing education centre) established in villages and urban clusters are extremely weak. Therefore, there is a genuine threat of neo-literates relapsing back into illiteracy. Hence, library functioning needs to be strengthened and alternate interventions should also be designed to stimulate neo-literates to use and practise their literacy skills. A mailed news-sheet for every neo-literate at regular intervals could be one such alternative.
2. Problem of residual illiteracy is significant in the district. Steps to deal with it require more attention.
3. Enrolment and retention of children in urban primary schools is still not universal. This source of producing illiterates requires to be plugged. Otherwise, after some years another literacy campaign may become imminent.
4. In some areas and groups which had received patronage and favours of politicians and administration in the past, the response to the literacy programme was not so good. In future programmes, these groups and areas require special attention.

5.2. Non-Literacy Related

1. Didi Banks or women's savings groups have been formed throughout the district. They have been linked with local banks

to deposit their collections. However, at this stage, the future direction of these groups is missinig. The danger is that. unless these groups are provided a future direction, the activity will become an end in itself. The future strategy should also consider the huge corpus which has been created by these Didi Banks.

2. The agriculture-based programmes for poverty alleviation were started. Given the drought proneness of the district, soil composition and scarcity of water these agriculture-based initiatives have their limits and limitations to provide support to the people. Therefore, alternate skills suited to the market requirements are also needed to supplement the agriculture-based initiatives.

3. Some non-agriculture based income-generation programmes were started which did not succeed. The main reasons for failure included lack of skills for commercial production and marketing. Even in case of some agriculture-based initiatives like soyabean and hybrid tomato cultivation, and plants nursery, the setbacks were experienced by people owing to the lack of marketing expertise. Therefore, there is a general need of marketing skills training.

4. Due to the limited channels of communications, the people's exposure, especially of those from rural areas to the outside world is still limited. They need to be exposed to the outside world in order to enhance their wisdom and thinking which are essential for changing their present situation.

5. The campaign managers foresee a great threat to the present economic engangement of the people due to the policies of globalization. Their fear is that the people of the district with their current skills will get marginalized. Whether this threat is genuine or illusory, it still needs to be addressed.

ANNEXURE-A

State Resource Centre, Jamia Millia Islamia
New Delhi - 110025

Project : Innovative Approaches to Functional Literacy For Poverty
Alleviation Guide for Preparing Write-up about TLC for National Case Study

Main Objectives of Compiling National Case Study

1. To review national experiences in planning, designing and managing functional literacy programmes/projects particularly aimed at poverty alleviation.
2. Share and learn from innovative experiences among countries in combating poverty through the promotion of functional literacy programmes/projects.
3. To produce a guide/reference material on planning and management of integrated and innovative programmes/projects on functional literacy for poverty alleviation based on the experiences from different countries.

Study Focus : please provide a brief write-up justifying why your district should be selected for the National Case Study. Focus of this write-up (not more than five A-4 size typed pages) should be on points given below (with facts and figures where available/required):

1. Basic data and information on the TLC.
    - Programme/project profile (e.g. planning and management structure/community background/target group and coverage/ aims and goals/M&E system);
    - Teaching/learning materials used/developed (e.g. content and curriculum/structure and format/distribution and availability/ utilization/layout, etc.)
    - Instructors/facilitators profile (e.g. background/training method and duration, etc.) .

2. In-depth and critical analysis of the TLC taking into consideration the following points:

   - Elements/aspects of "innovation' (innovativeness) of the programmes/projects. ("innovation" in terms of materials, teaching methods, delivery mechanism, mobilization of teaching staff, learners' involvement, community involvement, linkage with other development projects, etc.)

   - Reasons for or determinants of the success from the point of view of programme managers/planners, instructors, learners, community leaders/members, etc.

   - Level of learners/community involvement in the planning/ designing/management of programmes/projects.

   - Linkages/relationships with other community development projects/programmes.

   - Factors affecting the level of achievements of learners.

   - Evidence of the programmes/projects as contributing to poverty alleviation in the community (i.e. direct/indirect factors contributing to the reduction in the incidence of poverty in the community and to improvement in the quality of living, e.g. increase in income level, employment opportunity, level of self-reliance, etc.).

   - Constraints and difficulties faced and/or overcome in the past (e.g. factors of poverty that cannot be dealt by the mere expansion and improvement of basic education opportunities).

   - Elements/factors that are inadequate and require further improvement.

   - Future needs from the point of view of programme managers/ planners, instructors, learners, community leaders/members, etc.

ANNEXURE-B

1. LIST OF PERSONS INTERVIEWED

Campaign Managers and Functionaries

1. Mr. B.L. Aggarwal
   District Magistrate and
   Chairperson, District Literacy Committee, Durg, Madhya Pradesh

2. Mr. D.N. Sharma
   Secretary, District Literacy Committee, Durg, Madhya Pradesh

3. Mr. S.S. Parihar
   Co-ordinator, Research Group-Durg Project and Assistant Editor, *Jugur-Jagar*

4. Mrs. Om Tandon
   Literacy Soldier and Sarpanch-President Health Samiti

5. Mr. Tikeshwari Lal Deshmukh
   Director and Artist, Cultural Troupe, Durg Literacy Committee

6. Mr. Narayan Prasad Chandrakar
   Lecturer, Director and Artist, Cultural Troupe, Durg Literacy Committee

7. Dr. N.P. Srivastava
   Veterinary Doctor and Social Worker

8. Mr. Abhayaram Tiwari
   Retired Manager (BSP) and Social Worker

9. Mr. Jamuna Prasad Kasar
   Freedom Fighter, Writer and Member of the Executive Committee

10. Mr. N.K. Sahu
    Co-ordinator, Dondi Block (Tribal Area)

11. Mr. Ram Kumar Verma
    Teacher and Member of Research Core Group

12. Ms. Anupa Madhriya
    Member of Research Core Group

13. Mr. R.N. Tiwari
    In charge of MIS, Member of Research Core Group

14. Mr. G.R. Otti
    Co-ordinator, Dondi Loharia Tribal Area

15. Mr. Dinesh Kumar Singh
    Co-ordinator, Water Shed Project (Patan) and President Jan Sewak Samiti, Durg

16. Ms. Nasreen Nisha
    Steno and Member of Reseach Core Group

17. Mr. Neelam Das Manikpuri
    Co-ordinator, Saja Block and
    Specialist in Soyabean, Tomato Shanker (hybrid varieties) and Health

18. Mrs. Shamshad Begum
    Co-ordinator, Gundar Dehi Block and Women's Empowerment Specialist

19. Mrs. Gori Panjhare
    Co-ordinator, Women's Cell, Rajhara Saksharta Samiti

20. Mrs. Rakesh Singh
    Co-ordinator, Watershed Project (Berla)

21. Mr. Amrish Pargina
    Member, Janpad Panchayat (Berla) Committee and Member, Watershed Project Implementation Committee

Development Officials

22. Mr. Shrikant Deshpandey
    Assistant General Manager, National Bank for Agriculture and Rural Development, Durg

23. Mr. G. A. Mirza
    Manager, District Eradication of Blindness Samiti, Durg

24. Dr. M.S. Divedi
    Executive Member and President, Vivekanand Leprosy Ashram, Bhilai

25. Mrs. Ratna Saha
    Co-ordinator, Women's Cell, Zila Saksharta Samiti, Durg

26. Mr. Prashant Kanaskar
    Senior Sub Editor, Dainik Deshbandhu, Durg Edition

27. Dr. A.D. Urgaonkar
    Head, Orthopaedics Department, District Hospital, Durg

28. Dr. B.P. Mukherjee
    Assistant State Co-ordinator, DANLEP, Durg

29. Mr. D.P. Tiwari
    Official attached to District Planning Samiti, Durg

2. REPORTS AND DOCUMENTS CONSULTED

1. Psychological Impact on Literacy Prisoners with Special Reference to District Jail, Durg; M A dissertation, Centre of Social Sciences and Research, INFOL, Bhilai (MP), 1994.

2. A Study of the Feelings of Literates and Non-Literates for Getting Children Married Below Legal Age of Marriage; MA dissertation, Centre of Social Sciences and Research, INFOL, Bhilai (MP), 1995.

3. A Comparative Study of Literate and Non-Literate Male and Female Education in Rural Areas; MA dissertation, Centre of Social Sceinces and Research, INFOL, Bhilai (MP), 1995.

4. Impact of Literacy on Population Control; MA dissertation, Centre of Social Sciences and Research, INFOL, Bhilai (MP), 1994.

5. The Impact of Education on the Occupation and Personality of an Adult: With Reference to the Adult Education Programme; MA dissertation, Centre of Social Sciences and Research, INFOL, Bhilai (MP), 1995.

6. The Role of Sarpanch in Panchayati Raj Management with Special

Refernece to District Durg; MA dissertation, Centre of Social Sciences and Research, INFOL, Bhilai (MP), 1997.

7. Literacy Nexus with Socio-Economic Development : A Study Report, S.K. Agash, SRC(AE), Indore (MP), 1996.
8. A Report on Leprosy Elimination Campaign : A Success Story of One Day Survey by the Community Volunteers - Dr. B.P. Mukherjee.
9. Impact of TLC on Enrolment of Children in the Primary School : An Impact Study - Dr. Hemant Khandai and Mr. Prabhakar Singh, SRC(AE), Indore (MP).
10. Making Literacy Work, published by the State Resource Centre, Jamia Millia Islamia, 1998.
11. An Odyssey Towards Leprosy Elimination : A Success Story of a Tribal Block Dondi-Loharia (Durg, MP) by Community and Literacy Workers.
12. A Comparative Study of Illiterate and Neo-literate Women on Literacy in Urban Areas of District Durg; Pandit Ravishankar University, Raipur; M.Ed. dissertation, Post Graduate Kalyan College, Bhilai (MP), 1995.
13. A Journey of Cultural Troupe to Post-Literacy Movement, ZSS, Durg.
14. The Impact of Total Literacy Campaign on Women Over Population Control; Dr. Rajeev Awasthi and Nasrun Nisa, MA dissertation, Centre of Social Sciences and Research, INFOL, Bhilai (MP), 1996.
15. The Role of Representatives in Literacy and Post-Literacy Movement; Prof. D.N. Suryawanshi and Neela Sahu; MA dissertation, Seth R.C.S. Art and Economics Colleges, Durg (MP), 1995.
16. A Study on the Role of Literacy Voluntary Teachers in Leprosy Eradication Programmes; S. Beena, 1994.
17. A Case of Study on the Role and Contribution of Artist (Kala Jatha) in Literacy Mission; S. Beena, 1994.

18. Population, Poverty and Hope; Centre for Policy Research, New Delhi.

19. Grassroots View of Total Literacy Campaign, Petachua Village in Durg District of M.P.; A. Mathew, *Journal of Education Planning and Administration*, Volume IX, No. 1, January 1995, pp. 69-79.

20. Total Literacy Campaign in Hindi State: First Impression; A. Mathew, Perspectives in Education, 1994, Volume 10, No. 2.

21. 'Behna' : The Description of Some Neo-Literate Women on Savings. Zila Saksharta Samiti, Durg (MP).

22. Stepping Ahead : The Efforts of Neo-Literate Women of Durg District for Empowerment, Zila Saksharta Samiti, Durg (MP).

23. The Efforts of Volunteers for Diarrhoea Control in Durg (MP); Zila Saksharta Samiti, Durg (MP).

24. Women's Empowerment Through Literacy; Zila Saksharta Samiti, Durg (MP).

25. Efforts for Community Participation in Health Activities; Zila Saksjharta Samiti, Durg (MP).

26. Reaching Out of the Last: Medical Rehabilitation of the Physically Disabled; Zila Saksharta Samiti, Durg (MP).

27. Post-Literacy Movement; Zila Saksharta Samiti, Durg (MP).

28. Total Literacy Campaign; Zila Saksharta Samiti, Durg (MP).

29. Innovative Method of Case Detection in Saya Block; Zila Saksharta Samiti, Durg (MP).

30. Human Development Through Literacy – A Case Study on Women Neo-Literates of Scheduled Tribe Community of Durg District; Zila Saksharta Samiti, Durg (MP).

31. Chaupal House, Health Chetna Shivir, Post-Literacy, Kala Jatha; Zila Saksharta Samiti, Durg (MP).

32. Different Alphabets : A Journey; Zila Saksharta Samiti, Durg (MP).

33. Soyabean Mission by Vasant Pratap Singh.

34. Madhya Pradesh : Literacy Mission in District Durg by Nasrun Nisa.

35. Training of Self-Help Group in Gram Chhota, Distt. Durg (MP).

36. Crusade Against Illiteracy; Bharat Gyan Vigyan Samiti, Distt. Durg (MP).

37. Management of Didi Bank; Zila Saksharta Samiti, Durg (MP).

3. GUIDELINES OF DIFFERENT SCHEMES CONSULTED

1. Main Development Schemes for the SC/ST and OBC Women of Madhya Pradesh.

2. Basic Public Essential Services for Poor People.

3. Different Schemes for the Welfare of Urban Poor Families Run by Madhya Pradesh Government, UNICEF, Bhopal, 1997.

4. Education Guarantee Scheme of Madhya Pradesh, Rajiv Gandhi Shiksha Mission.

5. Rajiv Gandhi Shiksha Mission: Introduction and Progress Report.

6. Guide for Public Health Curriculum for Primary Class on Health Education, ZSS, Durg.

4. COMMUNICATION MATERIALS OF TLC DURG

S. No.	Translated Title	Year of Publication	Original Title
1.	Snake and Frog	February 1998	Nag Aur Medak
2.	Story of a Tajeem	March 1998	Tajeen ki Kahaniya
3.	Question	February 1998	Sawal
4.	Burial Cloth	December 1998	Kafan
5.	Shattering of Faith	March 1999	Bharam Tutha Giya
6.	Luck of the Prince	March 1999	Rajkumar ka Bhagya
7.	Two Trees	July 1998	Dho Pedh
8.	Precious Pearl	February 1999	Aanmol Moti
9.	Wisdom	February 1998	Samajhadari
10.	Superstition	February 1998	Vahem
11.	A Kicking Sparrow	February 1998	Akhe Thi Chidiya Pudakti
12.	Prince and Belekhaniya	February 1998	Raja Aur Behe Khaniya
13.	Company of the People	1998	Sangat
14.	Theft of Cereals	December	Aanaz ki Chori
15.	Heaven of the Earth	December 1999	Dharti ka Swarg
16.	Ganga in Every Village	December 1991	Gao – Gaon Ma Ganga
17.	Intelligence of Radha	December 1999	Radha ki Suz
18.	Livelihood	December 1998	Jeevika
19.	Punishment of Miserliness	February 1998	Kanjousi ki Saza
Basic Literacy Materials			
20.	Primers I, II and III		
21.	Post-Literacy I		
22.	Annual Report	1999-2000	

ANNEXURE-C

State Resource Centre, Jamia Millia Islamia New Delhi

Project : National Case Study on Innovative Approaches to Functional Literacy for Poverty Alleviation
(Sponsored by UNESCO).

Interview Guide for District Magistrate

District : Durg

Date : ..... Interviewer .....

1. Do you consider your Literacy Campaign/Programme successful? Give reasons.

2. What in your opinion were the factors/reasons for the success of the programme in your district?

3. Do you think that there were innovations in your TLC/PLC/CE? Please list these innovations.

4. How did these innovations help in achieving the objectives or improving the quantity or quality of the programme?

5. Please elaborate how the literacy programmes helped in poverty alleviation in your district? Quote some examples.

6. Why was it possible in your district (as compared to other districts)?

7. What were the constraints in actualizing poverty alleviation objectives?

8. Which of the poverty aspects do you think cannot be dealt by access to basic education alone?

9. Which aspects of literacy or poverty profile still need improvement? How do you intend to achieve it?

10. What are the future needs identified and how do you plan to go about it?

11. How did the literacy and poverty alleviation initiatives complement and supplement each other?

12. Any other comments?

Signature

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy For Poverty Alleviation

(Sponsored by UNESCO)

Interview Guide for the Secretary and Members of ZSS

(*Items with star mark are not applicable to the Members of ZSS other than the Secretary)

District : Durg

Date : ..... Interviewer .....

1. *a. Describe the District Profile (including population, geography, demography, social, economic and development structure) or provide documents containing these details.

   b. Describe special features of your district.

2. *a. Give details of the target group for the literacy programme in your district and its coverage (provide project proposal and evaluation reports)?

   b. Please give distinctive features of the target group and coverage?

3. *a. What were the aims and objectives of TLC, PLC and CE? (provide project proposal and evaluation reports).

   b. Was there any specific reference about poverty alleviation in these? Elaborate and quote.

4. *Give milestones of your TLC/PLC/CE in terms of dates and description.

5. *Describe the planning and management structure of your campaign in terms of levels, membership, nature and number, gender distribution, activeness/effectiveness of various levels.

6. a. Describe the M & E system in terms of structure, tools and reliability (provide copies of reports and tools made).

7. a. Describe the profile of Volunteer Teachers and Preraks of your district in terms of age group, gender, student-non-student ratio, numbers, motivation levels.

   b. Give details of training of VTs in terms of number, duration, contents and methodology.

8. List the innovations in the different aspects of your TLC/PLC/CE in terms of:

   a. Materials - content, format

   b. Teaching Methods

   c. Delivery Mechanism

   d. Mobilization and involvement of Volunteers/Teachers

   e. Mobilization and involvement of learners

   f. Mobilization and involvement of community leaders

   g. Mobilization and involvement of community in general

   h. Linkages with development departments

9. Do you consider your TLC/PLC/CE successful? If yes, why? Give reasons.

10. List the areas and degree of involvement of learners and community in planning/designing and management of the programmes.

11. Describe linkages with CD programmes in terms of :

    a. Which programme?

    b. How coverage?

    c. Benefits.

12. What do you consider as the most important factors affecting the levels of achievement of learners?

13. a. List and provide supporting evidence about the poverty alleviation initiatives (savings, better productivity, better income, better quality of life, employment opportunity, reduction in incidence of poverty, others, etc.)

    b. Also give methods, coverage, degree of change, etc.

14. a. Constraints felt in - linkages with CD programmes, people's participation.

    b. List impossible poverty situation which cannot be dealt by basic education.

15. Factors requiring further improvement of literacy, poverty, quality of life.

16. Future needs.

17. Any other relevant information.

Signature

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy for Poverty Alleviation

(Sponsored by UNESCO)

Interview Guide for Community Leaders (Block Pramukh, Pradhan, Sarpanch, Members of VEC, etc.)

District : Durg

Date : ..... Interviewer .....

1. Were you involved in planning and management of literacy programmes?

   If yes, what was the nature (or areas), how frequent, was it real or ceremonial, level of at which involved.

2. a. Were you involved in monitoring and evaluation of the programmes?

   b. If yes, how did you do it? Describe methods tools, frequency and level of monitoring.

   c. How did it make a difference to the programme?

3. a. Did some innovations take place in your geographic area in terms of :

   - Mobilization and involvement of Volunteer Teachers
   - Mobilization and involvement of learners
   - Mobilization and involvement of community people
   - Development of linkages with CD programmes
   - Materials - contents and formats
   - Delivery of materials
   - Teaching methods

   b. How did these innovations help in realizing the programme

objectives? Without these innovations what would have been the performance of the programme?

c. Why do you consider them as innovations?

4. Linkages with order CD Programmes-

- Which programmes?
- Why?
- How?
- What benefits accrued to learners?
- How many learners benefited?
- How did the linkages complement and supplement literacy and poverty alleviation?

5. a. Do you consider literacy programmes in your area successful?

b. If yes, give reasons for considering it so.

c. What were the factors responsible for success?

6. a. How did literacy or efforts made during the literacy campaign help in poverty alleviation (enhance income, better productivity, savings, quality of life, decrease in incidence of poverty, etc.)

- areas
- coverage
- methods
- benefits

b. Were these possible without literacy programmes or vice versa?

7. a. What were the constraints/difficulties faced?

b. What poverty aspect remained unresolved by literacy?

8. Factors of literacy, poverty and quality of life requiring improvement.

9. Future needs.

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy for Poverty Alleviation

(Sponsored by UNESCO)

Interview Guide for Village Co-ordinator/Volunteer/ Community People

District : Durg

Date : ..... Interviewer .....

1. Village Information

   Name, Block, Population, Non-Literates (M/F & SC/ST) occupational structure, Economic Conditions, other significant factors related to development.

2. Literacy Programmes

   Please narrate the story of literacy programmes in your village from day-1, giving details of :

   - How did the programmes start and when?
   - What were people's reactions?
   - How were learners, community people, VTs, etc. involved and what was their response?
   - How did teaching-learning start and how was it organized?
   - What was the position of materials supply?
   - Were the contents of materials relevant to local needs and problems and how did the learners react to these contents in terms of learning and empowerment?
   - How many persons were made literate, especially women?
   - Non-Literacy gains

3. Poverty Alleviation Initiative :

   - List of Poverty Alleviation and other development initiatives

especially started/undertaken during literacy programmes.

- How many people benefited?
- What were the benefits (if possible reduce in measurable terms)?
- Were these initiatives possible even without literacy programmes? Give reasons.
- How did these initiatives help literacy or vice versa?

4. What problems were encountered in linking literacy with poverty initiatives?

5. a. What are the issues of poverty, literacy and quality of life which need improvement?

   b. What problems do you think cannot be resolved with access to basic education alone?

6. a. Did any innovations take place in your village? Please specify.

   b. How did these innovations help the programmes?

7. Do you consider your programme successful? Give reasons.

8. Any other comments?

Signature

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy for Poverty Alleviation

(Sponsored by UNESCO)

Interview Guide For Learners/Neo-Literates

District : Durg

Date : ..... Interviewer .....

1. Name of Village and Block : .....
2. No. of learners/community people interviewed : .....
3. Why did you join the literacy programme? Give reasons.
4. How did you benefit from literacy programmes (explore literacy and non-literacy dimensions)?
5. Did literacy in any way help you/others in improving the economic situations (better productivity, employment, better income, savings, etc.) and quality of life? List the situations and describe how they helped?
6. What are the needs/issues (poverty, literacy and quality of life) which-
   a. need improvement? How do you plan to go about it?
   b. remained unresolved?
7. a. What poverty alleviation and development activities took place in your village?
   b. Were these activities possible without literacy programmes?
8. Do you consider literacy programmes successful? Give reasons.
9. What are your future needs/expectations?

Signature

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy for Poverty Alleviation

(Sponsored by UNESCO)

Interview Guide for Poverty Alleviation Activity Groups/ Individuals

District : Durg

Date : ..... Interviewer .....

1. Poverty Alleviation Programme Type : .....
2. Villages Represented : .....
3. No. of Persons Present : .....
4. Please tell us how you and others got involved in this programme (background, reasons, process, etc.).
5. What is the stage of development at which your programme has reached (membership, operations, benefits accruing)?
6. What problems did you face in reaching the present stage?
7. Was this programme feasible without literacy or how literacy helped the organization of the poverty alleviation programme and your involvement in it?
8. What are your future plans or what do you think should be done in future?
9. Do you consider this programme successful?
10. Any other relevant information?

Signature

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy for Poverty Alleviation

(Sponsored by UNESCO)

Interview Guide for Representatives of Development Programmes/Organizations

District : Durg

Date : ..... Interviewer .....

1. Name of Respondent : .....
2. Designation : .....
3. Name and Address of the Organization : .....

   .....
4. Describe the nature and extent of support or inputs provided by your programme/organization to TLC?
5. How did you provide this or inputs (give details who approached whom, negotiations held with TLC, responsibilities shared, etc.)?
6. Did you face any problems in providing this support or inputs? If yes, describe.
7. How did this collaboration benefit you, the TLC and the people/ beneficiaries?
8. Any other information you would like to share?

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy for Poverty Alleviation

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District : Durg

Date : ..... Interviewer .....

Record Proforma for Poverty Alleviation Activity

1. Title of Activity : .....
2. Brief Description (initiation, process, current stage, etc.)
3. Coverage : a. Villages

   b. Beneficiaries
4. Benefits Accrued
5. Other Development Departments with which linkages were established

State Resource Centre, Jamia Millia Islamia New Delhi

Project : Innovative Approaches to Functional Literacy for Poverty Alleviation

(Sponsored by UNESCO)

Inventory of Records of Durg TLC

1. TLC/PLC, CE Project Proposal
2. Evaluation Reports (all)
3. News Clippings
4. All materials produced and used
5. Reports/documentation done so far
6. Photographs
7. Any other relevant documents/reports

EDU-100
P01
16085
Community Health Library and Information Centre
CPHE - SOCHARA
Koramangala
Bangalore - 34
(CLIC)

State Resource Centre, Jamia Millia Islamia New Delhi

Project : National Case Study on Innovative Approaches to Functional Literacy for Poverty Alleviation

(Sponsored by UNESCO)

Content Analysis Guide for Publication

1. Title of Publication : .....
2. Form (book, booklet, pamphlet, primers, poster, etc.) .....

   .....
3. Style (song, story, teaching lesson, play, etc.) .....

   .....
4. Purpose (used for Basic Literacy/Post-Literacy/CE/E.B., etc.) .....

   .....
5. Content (references of poverty issues)

   a. General areas covered

   b. Specific messages

Indian National Commission
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Ministry of Human Resource Development

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